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ABSTRACT

The purpose of this paper is to study the effect of the national library standards, beginning with a synopsis of the 1945 version up to the latest revision of 1969, and to show how the addition of audiovisuals, or non-print materials, has affected the connotation of the library or librarian. The definition or explanation of the library becomes more complex and the needed educational requirements of the school librarian have increased enormously. Requirements have been expanded to include knowledge in three basic fields: library science, professional education and audiovisuals -- yet at the same time highly specialized as to subject, level and type. One section of the paper includes certification requirements for school librarians as received from each State Department of Education. Comparison of requirements in each state plus studies relating to past and present education of school librarians have produced several suggestions in the final section. Hopefully a unifying effect from the colleges and universities, national associations, and the State Departments of Education can achieve the highest standards available for tomorrow's school librarian-media specialist and audiovisual specialist. (Author/NH)

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A STUDY OF THE NATIONAL LIBRARY STANDARDS SHOWING THE INCREASED EMPHASIS ON AUDIOVISUALS AND THE EFFECT ON LIBRARY SCIENCE EDUCATION AND STATE CERTIFICATION REQUIREMENTS.

by

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PREFACE

On being asked to serve as a member of the Standards Committee for revising the Kentucky Standards for School Library Services, an opportunity presented itself in two ways. The first way involved tracing the effect of audiovisual or non-print materials on school libraries and librarians, and the second opportunity dealt with researching and finding how Kentucky Standards and certification requirements compared with other states. All states and the District of Columbia responded to the request for certification requirements for school librarians. This was indeed very gratifying.

Library education and certification requirements are very closely interrelated and it is difficult to discuss one aspect without comparison or reference to the other. This paper deals with library education and certification requirements but from a different approach. On tracing the effect of audiovisuals in the school library from the 1920 Standards to the 1969 Standards, it becomes apparent that the present day librarian is becoming outdated in educational requirements to fill today's needs. Audiovisuals or non-print materials have changed not only the concept of the library but the librarian himself.

National library Standards invariably lead the state Standards, and the state Standards influence the college or university requirements. It is vital that library education and certification requirements reflect the impact of audiovisuals and adjust the curriculum and certification requirements to insure sufficient educational print and non-print preparation for the media specialist of tomorrow.

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INTRODUCTION

Educational trends, especially since World War II, have advanced increasingly and markedly in many areas, but especially in the field of audiovisuals. School library standards, beginning with those of 1920, have been aware that non-print materials are to be considered equally in importance as the already familiar and traditionally accepted print media. Educational systems, however, from the local school level through the college or university level as well as the state departments of education, have not been as foresighted as to the implications or complications involved. Between the Standards of 1960 and the Standards of 1969, a gradual awakening began to quietly and slowly take place.

School administrators became aware that audiovisuals served as excellent supplementary curriculum materials to those who were able to comprehend through the print media, and that audiovisuals were of primary importance to those students who could not read as well, but who could comprehend through visual non-print materials, such as transparencies, filmstrips, filmloops, models, and so on. With the increase of audiovisuals and print materials available for purchase through government funding, school administrators realized that a central materials center was necessary for efficient service to the local school or school system and qualified personnel was needed to perform the ordering, processing, reference and circulation services for the non-print media. Logically the person or persons most qualified was the school librarian.

The college or university administration too became involved through

pressures from the college students who asked for courses "relevant" to their needs. In this particular case, school librarians became painfully aware of their lack of knowledge in the non-print or audiovisual field. Needed were courses on selection, processing, as well as administration of a library which suddenly had multiplied into a materials center with the dual collection of print and non-print material plus the necessary equipment to accompany the audiovisuals. Too, the various regional accreditation agencies began to become involved as their standards influenced the local school and school systems quantitatively and qualitatively in materials as well as personnel. This meant the local educational needs began to appear in official reports which, in turn, influenced the colleges or universities curriculum studies. The colleges and universities became aware that revisions and/or additions in library science courses, for instance, were becoming mandatory.

On a higher level to be considered are the state departments of education, whose influence affects all personnel and schools within the state. State departments of education establish standards and certification requirements, usually of a minimum nature, which the colleges or universities follow in establishing their educational programs and requirements. State departments often see the necessity for standards or certification revisions and establish committees from many representatives of education, such as supervisors, superintendents, principals, various state educational associations, school board members, college and university representatives and State Department of Education personnel, to study the problems and make necessary recommendations for improving the educational goals of the state. In many states, as in Kentucky, studies are taking place and revisions in standards are being considered in the field of library science and audiovisuals. A number of states have already published the results of their studies with

a revision in their certification standards already accomplished.

The purpose of this paper is to study the effect of the national library standards, beginning with a synopsis of the 1945 version onto the latest revision of 1969, and to show how the addition of audiovisuals, or nonprint materials, has affected the connotation of the library or librarian. The definition or explanation of the library becomes more complex and the needed educational requirements of the school librarian have increased enormously. Requirements have become broadened as to more expanded knowledge in three basic fields--library science, professional education and audiovisuals--yet at the same time highly specialized as to subject, level and type.

One section of the paper includes certification requirements for school librarians as received from each State Department of Education. Comparison among the states makes the reader realize how little uniformity there is in school library certification. In addition, two succinct reports are included--one states the basic certification requirements in library science for each state, and the other report deals with a compilation of audiovisual and library courses required by twenty State Departments of Education.

Comparison of requirements in each state plus studies relating to past and present education of school librarians have produced several suggestions in the final section. Hopefully a unifying effect from the colleges and universities, national associations, and the State Departments of Education can achieve the highest standards available for tomorrow's school librarian-media specialist and audiovisual specialist.

PART I. INFLUENCE OF SCHOOL LIBRARY STANDARDS

Chapter

I. SCHOOL LIBRARY STANDARDS — 1920 TO 1969

II. FROM SCHOOL LIBRARY TO MEDIA CENTER

III. FROM LIBRARIAN TO MEDIA SPECIALIST

CHAPTER I

SCHOOL LIBRARY STANDARDS — 1920 TO 1969

In the last twenty-six years school libraries have had five official school library Standards to follow. The first Standards were written in 1920 which encompassed the secondary school libraries and were called Standard Library Organization and Equipment for Secondary Schools of Different Sizes. Representatives of the National Education Association and the North Central Association of College and Secondary Schools deliberated and drew up standards which were published by the American Library Association. The 1920 Standards established the secondary school library as an integrated instructional media center a good fifty years ago because "The Library should serve as the center and co-ordinating agency for all material used in the school for visual instruction, such as stereopticons, portable motion picture machines, steropticon slides, moving picture films, pictures, maps, globes, bulletin board material, museum loans, etc...."[1]

Five years later the American Library Association, together with a Joint Committee on Elementary School Library Standards of the National Education, prepared Elementary School Library Standards. These Standards, like the 1920 Standards as well, were chaired by C. C. Certain, who was head of the English Department of the Cass Technical High School in Detroit. These elementary Standards too emphasized the need of a "new department in the school" whose function was to assemble and distribute instructional materials,

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[1]Budd L. Gambee, "Standards for School Media Programs, 1920: A Lesson from History," American Libraries, I (May, 1970), 483.

including books, pictures, lantern slides, stereopticons or victrola records, as they were needed. For 1925, these Standards were indeed very foresighted.[2]

While these two Standards of the 1920's are perhaps antiquated in terminology, nevertheless, the basic concept of combining print and non-print materials in one central location has been adequately spelled out. The 1920 Standards, however, pertain to secondary libraries, and the 1925 Standards speak only for elementary schools. The three Standards to be compared with in depth, 1945 to 1969, apply to schools of all levels, elementary through high school.

The third publicstion, School Libraries for Today and Tomorrow, was printed in 1945 by the American Library Association, and it was one title in a series of publications prepared by the Committee on Post-War Planning of the American Library Association; other titles included Library Planning and Post-War Standards for Public Libraries. The purpose of the Standards was to be useful in planning and evaluating school library services in the individual school, the school system and state education departments as well as accrediting associations, especially following the war years. The Committee on Post-War Planning realized that the post-war period would produce a great upsurge in the availability of library materials--books, periodicals, and other printed matter--for use in schools. The Committee further realized that many school systems, at that period, had not created real library situations in the schools. It was stated that "the compilation of standards, the training of library personnel, and the establishment of certification regulations have already effected marked improvement in many sections of the country."[3]

The second publication of revised Standards came about in 1960 with

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[2]Ibid., p. 484.

[3]American Association of School Librarians, School Libraries for Today and Tomorrow: Functions and Standards (Chicago: American Library Association, 1945), p. 7.

the printing of Standards of School Library Programs by the American Library Association. Just as the 1945 Standards publication was a joint effort within the American Association of School Librarians, a division of American Library Association, this time, however, there was a representation of twenty professional organizations to help with the revision. While the objectives and activities of the school library program still held true, many new developments had occurred to affect the library resources and services for students at that time. The quantitative standards of the 1945 version, for instance, were far out-of-date. From a pamphlet of forty-three pages which spelled out the basic guidelines for the school library, the 1960 revision produced a compilation of 132 pages of principles, policies, quantitative and qualitative standards and the inclusion of additional resources maintained in the school library itself.

The latest revision of the Standards which was printed in 1969, Standards for School Media Programs, shows the expansion in authorship as well as definitive qualitative and quantitative requirements. The American Association of School Librarians, as a joint author, combined with the Department of Audio-visual Instruction of the National Education Association; in addition, twenty-eight professional and civic organizations cooperated in the revision. Since the 1960 revision "significant social changes, educational developments and technological innovations have made it imperative to present new statements of standards."[4] The two objectives for the revision were to update the standards to meet the needs and requirements of current educational goals and to coordinate standards for the school library and audiovisual program.

Many educators, as well as librarians, feel the current Standards are

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[4]American Association of School Librarians and Department of Audio-visual Instruction, Standards for School Media Programs (Chicago: American Library Association, 1969; Washington, D.C.: National Education Association, 1969), p. ix.

too high for practicality—dollar-wise as well as materials-wise. Of great importance, however, is the definitive picture of the modern media center, including personnel, services, materials (as spelled out by media and quantity), plus supplemental services for the school media program. Only sixty-six pages long, the new Standards state that national standards are by necessity higher than state and/or regional standards. While the national standards are quantitatively high yet based on real educational need, the state and local standards, by using the national standards, can set goals for achievements to accomplish in definite stages--such as Phase I, Phase II, and so on. The 1969 Standards supplement and complement the 1960 Standards; the media center itself is the focus point of the 1969 Standards. Invaluable are the chapters in the 1960 Standards titled "The School Library Program for Children and Young People," "School Boards, School Administraters, and School Libraries," "School Library Supervisors," and "Curriculum Co-ordinators, Teachers, and School Libraries." It therefore becomes necessary to use the two Standards together—one for the latest developments and requirements, the other for basic background reinforcement.

CHAPTER II

FROM SCHOOL LIBRARY TO MEDIA CENTER

With a brief background of the three Standards used by school systems and school librarians, a study of two points in each of the three publications shows a great change in the school library, both in personnel and materials. First point to consider is the definition of the school library. The 1945 Standards state pointedly that the school library "is a service agency. It is a reading center, a guidance agency, a teaching agency, a materials center."[5] The 1960 Standards give a longer definition:

> The word library is rich in tradition, meaning, and usage, and for at least sixty years, if not longer, the definition of school library has reflected this heritage. A school library has always been, and will continue to be, flexible in its program of services and in the scope of materials of communication contained in its collection, as it meets the changing needs of the school that it serves. A school library does not have to change its name to embrace new materials and and new uses of all types of materials any more than a school has to call itself by some other name to indicate that it is a continuously growing social institution. Service, not words, portray the image of the school library. The school library is a materials center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence.[6]

While the Standards of 1969 further point out the wide differences in definition, the media center is given a short but inclusive definition. First, the variations:

> Administrative and organizational patterns for materials and services vary among schools, as does the terminology used to describe

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[5]American Association of School Librarians, School Libraries for Today and Tomorrow, p. 15.

[6]American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 13.

> them. There are school libraries, instructional materials centers, learning resource centers, library media centers, and others. In addition to that part of the school bearing one of these names, many schools also have a separate audiovisual department which, in turn, is designated in a variety of ways--communications center, audiovisual center, instructional media center, or other title.[7]

The specific definition of the media center is "A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers."[8]

The second point to consider is the material or media included in the library media center. By tracing the materials from the 1945 Standards to the present, the concept remains the same but more depth is given with each new revision. First, the 1945 Standards state that three essential factors for the school library are the librarian, the book collection and the library quarters. While books, periodicals and printed materials are stressed, audiovisuals are brought into the picture by the following statement: "To serve as an instructional agency without regard to grade levels or to subject fields, the library must have a wealth of materials of all kinds--books, pamphlets, recordings, prints, and other audio-visual aids...."[9] More clearly defined, the 1945 Standards further say: "In addition to books, more challenging new materials are becoming an important part of library resources. Some new audio-visual aids for learning are 16mm films, film-strips, slides, museum objects, radio programs, recordings and transcriptions, as well as flat pictures, maps, and other nonbook materials which are essential in a good learning situation."[10]

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[7]American Association of School Librarians and Department of Audio-visual Instruction, Standards for School Media Programs, p. xi.

[8]Ibid., p. xv.

[9]American Association of School Librarians, School Libraries for Today and Tomorrow, p. 11.

[10]Ibid., p. 23.

The 1960 Standards enlarge the audiovisual aids by listing the individual media, such as films and filmstrips, disc and tape recordings, pictures and slides, realia, and other materials, and giving a full description and usage suggestions for each. Interesting is the inclusion of audiovisual materials in the section labelled "A Summary of the Major Quantitative Standards for School Library Programs." Of primary interest is the following part:

> The collection of audio-visual materials:
>
> Delegated Administrative Responsibility: Head Librarian or Co-ordinator of Audio-visual Materials, depending on local school policy or organization.
>
> Location in the School: (1) The audio-visual center (may be part of the school library suite or a separate center near the library). (2) Classroom collections on short- or long-term loans.
>
> Annual Expenditure: (1) Not less than 1 per cent of the total per pupil instructional cost ($2.00 - $6.00) for the acquisition of audio-visual materials. (2) Funds for supplies and equipment.
>
> Size of the Collections: (1) A sufficient number of all types of audio-visual materials for use in the classrooms, in the school library, and for home use. (2) Films used six or more times a year are purchased. (3) Filmstrips and recordings used more than once a year are purchased.
>
> Personnel: (1) When the head school librarian has partial administrative responsibility for audio-visual materials, the number of librarians and the number of clerks are each increased by 25 per cent. (2) When the head school librarian has full administrative responsibility for audio-visual materials, the number of librarians and the number of clerks are each increased by 50 per cent.[11]

While the above figures and concepts are stressed, equally important is the inclusion of the official statement of the American Association of School Librarians concerning school libraries as instructional materials centers:

> The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books--the literature of children, young people and adults--other

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[11] American Association of School Librarians, Standards for School Library Programs, pp. 24-25.

> printed materials, films, recordings, and newer media developed to aid learning. . . .
>
> . . . Historically, libraries of all types have been established to provide convenient centers for books and reading and for locating ideas and information important to the communities they serve. The interest a modern school now has in finding and using good motion pictures, sound recordings, filmstrips and other newer materials simply challenges and gives increased dimension to established library roles. . . .
>
> . . . The function of an instructional materials center is to locate, gather, provide and coordinate a school's materials for learning and the equipment required for use of these materials. . . .[12]

Current terminology, new definitions and specific quantitative directions evolve from the 1969 Standards. No longer are "materials" referred to as such, but the term "media" is used. Media is defined as "printed and audiovisual forms of communication and their accompanying technology."[13] A unified media program refers to "A program in which instructional and other services related to both print and audiovisual media are administered in a single unified program under one director."[14] Of major importance is the listing in detail the recommended quantitative standards for schools of 250 students or over of the different audiovisual media. For instance: 8mm films (Single concept, Regular length) - 1½ films per student with at least 500 titles supplemented by duplicates. Tape and disc recordings (excluding electronic laboratory materials) - 1000-2000 titles representing 3000 records or tapes or 6 per student, whichever is greater (the number of titles to be increased in larger collections).[15]

The 1945 Standards succcinctly paint a picture of library service which deals foremost with print but show the importance and necessity for audiovisual materials. The 1960 Standards reinforce the importance of audiovisual mater-

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[12] Ibid., pp. 11-12.

[13] American Association of School Librarians and Department of Audiovisual Instruction, Standards for School Media Programs, p. xv.

[14] Ibid., p. xvi.

[15] Ibid., p. 31.

ials and begin to establish quantitative guidelines to follow, which are completed in depth by the 1969 Standards. The 1969 Standards summarize that the "philosophy of a unified program of audiovisual and printed services and resources in the individual school is one that has continuously grown and been strengthened in the last thirty years."[16] A note to observe is that now the word "audiovisual" precedes printed services.

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[16]Ibid., p. 2.

CHAPTER III

FROM LIBRARIAN TO MEDIA SPECIALIST

With the impact of audiovisuals in the media center, although printed materials are still basic, the responsibilities of the media specialist have increased tremendously. Traditional routines commonly familiar with printed media now have a new concept with the audiovisual media. Selection, cataloging, processing, circulation and basic procedures strangely enough are not quite the same with non-print media. The librarian or media specialist of today, in many cases, is more at ease with the 1945 Standards and not prepared to fill the qualifications of the new 1969 Standards or the 1969 concept of a media center. One basic reason is that many school librarians have not been receiving practical courses geared to audiovisual materials in library schools. Quite often the courses offered are cursory and not applicable to the practical knowledge really needed by the librarian in non-print media. In order to become a truly qualified media specialist, audiovisual courses are needed which parallel those taught concerning the traditional print media, such as selection, reference, cataloging, administration, and so on. Teaching the same basic courses, such as cataloging, selection, and so on, but including both print and non-print media could serve provided more time is allowed and greater depth is given to the courses.

The library schools themselves depend on the state departments of education for certification regulations. The 1969 Standards state that certification, like professional education of the librarian or media specialist, needs study and evaluation. Certification too has been affected by the impact

of audiovisuals and courses being planned for audiovisual specialists. Certification has resulted in a problem of dichotomy--certification for school librarians, new media specialists, and audiovisual specialists. The 1945 Standards statement that "the compilation of standards, the training of library personnel, and the establishment of certification regulations have already effected marked improvements in many sections of the country" can easily apply to the problems of today.[17] This statement was intended to apply to the shortage of school libraries, particularly the lack of elementary libraries at that time. There are still elementary schools today lacking media centers but the number is steadily decreasing. Not too long ago this situation was called a national disgrace.

From 1945 to 1969, with the acceptance of audiovisual materials to the impact and quantitative requirements for non-print media, two major problems have developed for consideration--the present education of the school librarian or media specialist and the certification requirements by state departments of education which, in turn, affect the curriculum courses offered by colleges and universities in the library science departments.

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[17]American Association of School Librarians, School Libraries for Today and Tomorrow, p. 7.

PART II. EDUCATION OF THE MEDIA SPECIALIST

Chapter

IV. SCHOOL LIBRARY STANDARDS — 1945 TO 1969

V. RELEVANCE OF EDUCATION TODAY

VI. LADDER OF LIBRARY EDUCATION

CHAPTER IV

SCHOOL LIBRARY STANDARDS -- 1945 TO 1969

In order to trace the effect of non-print materials in the library media center and on the educational requirements for the librarian or media specialist, a quick referral to the Standards can help show the changes in the three Standards within twenty-four years.

The 1945 Standards state that the school librarian should have a program in library science, usually thirty to thirty-six semester hours, stressing the selection and use of books and too the function and administration of the school library. These courses may be part of the four-year college course or could be included in the fifth year of college. The school librarian is also required to have completed the education courses scheduled for teachers as well. In addition, the 1945 Standards refer to the teacher-librarian, who has dual responsibility of classroom teaching and acting as librarian. The teacher-librarian should have completed at least twelve to eighteen semester hours with emphasis on books and their use. These credits must follow an organized course.[18]

The 1960 Standards refer to the basic program of general and professional education for the school librarian which is a five-year one. The fifth-year may be based on an undergraduate minor in school librarianship in a college or university which has this type of approved program. While the five-year program is far more desirable it may be necessary to appoint a

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[18]American Association of School Librarians, School Libraries for Today and Tomorrow, p. 18.

person who has had four years of college and some professional training or preparation in librarianship. The school librarian also meets the certification requirements of the state, regional accreditation agency and the school system in which he is placed. The certification requirements automatically involves and includes the necessary education courses required for teachers.[19]

The 1960 Standards contain an official statement by the Joint AASL-ACRL-DAVI Committee (American Association of School Librarians, Association of College and Research Libraries and Department of Audio-Visual Instruction) which spells out the prerequisites for professional status by instructional materials specialists. The Committee agreed, in 1958, that certain knowledge and specific skills were highly desirable or essential in the professional education of librarians, audio-visual specialists, and others who have a primary responsibility for instructional materials:

1. Successful teaching experience: Instructional materials specialists should first of all be experienced teachers. This experience may be acquired by years of classroom teaching, or, in the case of those who enter the profession without experience, through an organized internship program following the completion of their course work. It is essential that instructional materials specialists secure experience on curriculum committees and that they gain experience in guidance and supervision.

2. Foundation areas: Instructional materials specialists should have course work in (a) educational administration and supervision, (b) principles of learning, (c) curriculum development, (d) guidance and counseling, and (e) mass communication. Furthermore they should demonstrate a working knowledge of research methods as applied to instructional materials.

3. Specialized areas: Instructional materials specialists should have course work and in-service experience in the following areas relating directly to the nature and effective use of materials: (a) analysis of instructional materials, their nature and content; (b) methods of selecting and evaluating materials, through study of individual media as well as through cross-media study by curriculum unit or grade

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[19]American Association of School Librarians, Standards for School Library Programs, p. 60.

level; (c) utilization of materials; (d) production of appropriate instructional materials, including laboratory work with specific media; and (e) processes for the organization and maintenance of materials and equipment.[20]

The 1969 Standards by and large duplicate the 1960 Standards for the professional education and preparation of the media specialist, formerly known as the school librarian.

> . . . all media specialists who are responsible for instructional decisions should acquire, as part of their professional preparation, a knowledge of certain fundamentals in the general field of education and in areas related to media resources and services. The former should contain content dealing with curriculum structure, student growth and development, instructional methods and psychology. The subject matter in the media area should include: analysis, evaluation, selection, and design of printed and audiovisual materials; procedures for the utilization of materials by students, teachers, and other school personnel; the objectives, functions, and program of the media center; the administration and organization of materials and media services; communications theory; and information science, including the understanding of the theory and design of instructional systems. In both the general field and in the media area, the content can be related to a specific school level (elementary, secondary, or other.)[21]

Four points of importance in the 1969 Standards, which are not included in the 1960 Standards, as such, are: (1) design of printed and audiovisual materials, (2) the objectives, functions, and program of the media center, (3) administration and organization of materials and media services, and (4) information science, including the understanding of the theory and design of instructional systems. The 1969 Standards further state that the whole matter of professional education needs extensive study because of the many changes which have been made in media programs. In comparing the 1945 Standards to the 1960 and 1969 Standards, the 1945 requirements for library education seem to be very elementary in nature and content.

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[20] Ibid., p. 62.

[21] American Association of School Librarians and Department of Audio visual Instruction, Standards for School Media Programs, p. 12.

CHAPTER V

RELEVANCE OF EDUCATION TODAY

Many school librarians are graduating from library schools with little or no training in the organization, administration, and use of nonbook materials according to Frederick Hartz in Journal of Education for Librarianship. Their knowledge in selection and evaluation of nonbook materials is deficient and they are lacking in knowing where to find reliable selection aids which give critical evaluations of nonbook materials.

He accounts that slowness of the adaptations of library school curriculums is the primary cause--library schools are not and have not offered the necessary courses as really needed to meet the Standards. Hartz feels that the curriculums for professional education of school librarians must have adequate resources and facilities available: "(a) the tools of librarianship, i.e., the library of the library school; (b) a demonstration materials center (not a school library) that includes trade and textbooks for children and young adults, audiovisual materials, and curriculum or instructional aids for teachers; and (c) tools for newer media for use in the library school classroom, such as programed aids and audio-visual materials."[22]

Richard Darling states a problem, not unrelated, in reference to curriculum of the library schools. He says that librarians who graduate with the fifth-year or master's degree could serve as head librarians and consultants

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[22]Frederick R. Hartz, "Curriculum Implications for Training Instructional Materials Center Librarians," Journal of Education for Librarianship, VII (Spring, 1967), 234.

while these who become prepared as instructional materials specialists in undergraduate library education could serve under the fifth-year specialists. Unfortunately the library school graduate is little better prepared than the undergraduate. He says both are unfamiliar with the new media and their uses in instruction and have a contempt for them; furthermore, they do not have adequate knowledge of curriculum planning, teaching methods, or the ways in which the newer media can be used to support instruction. Darling feels that many of the library schools are traditionalized by serving courses more related to public library service; some of the faculty members are experienced exclusively in public libraries and yet are teaching courses for school librarians.[23]

A report on The Education Professions includes an interesting fact that very few college or university departments offering graduate programs in the print and non-print areas have been willing to corporate their courses into a unified program. There is a wide divergence in the philosophical views of the two different but closely related services; consequently few librarians or media specialists graduate having a basic foundation in both areas. The report further states that "school administraters have requested that graduate schools in education establish courses combining the training of audiovisual and library personnel. However, this is as yet the exception rather than the rule."[24]

A school library workshop for leadership personnel in California met for one week in 1967, and discussed the changing school library resulting

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[23]Richard Darling, "Curriculum: School Library Education," Drexel Library Quarterly, III (January, 1967), 105.

[24]U. S. Department of Health, Education and Welfare, The Education Professions: A Report on the People Who Serve Our Schools and Colleges - 1968 (Washington, D.C.: Government Printing Office, 1969), p. 180.

from multimedia. One committee in the workshop recommended that graduate schools of library science include specialized courses more relevant to actual current and future school library needs. The traditionalized courses should be replaced by courses to assist the media specialist in competencies such as "selection and preparation of all instructional media (print and non-print), supervision of professional and non-professional staff, development of a library budget relating properly to the total school budget, communications theory, human relations, group dynamics and community relations, objective evaluation of the school library program, and organization of in-service library education."[25]

C. Walter Stone included in his address to the same workshop a number of recommendations:

> . . . New kinds of training should be offered. Professional education must be revised radically to recruit and train the new personnel needed. Stronger preparation in the synthesis of social sciences concerned with communication, including psychology, sociology, social psychology, anthropology, and linguistics is needed. Full undergraduate and graduate curricula aimed at producing the several levels of required personnel, as well as new advanced study programs in broad areas of communications, arts and sciences, systems analysis and control, principles of administration, and providing opportunities for training specialists and paraprofessionals in media production for arts and crafts must also be developed. . . .[26]

Carolyn Whitenack, at the California workshop, duplicated somewhat when she included courses she feels are needed: "psychology, sociology, administration, curriculum, business management, communications theory,

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[25]James W. Brown, Ruth H. Aubrey, and Elizabeth S. Noel, comps. Multi-Media and the Changing School Library (Sacramento, California: State Department of Education, 1969), p. 59.

[26]C. Walter Stone, "The Library Function Redefined," in Multi-Media and the Changing School Library, comp. by James W. Brown, Ruth H. Aubrey, and Elizabeth S. Noel (Sacramento, California: State Department of Education, 1969), p. 82.

computer sciences, educational research, and other fields."[27] A further suggestion is that the librarianship and audiovisual departments need to develop cooperative programs.

There are other educators who stress a basic core of courses in education as well: child development and educational psychology, current research on learning theory and its implications for modes of inquiry, and the study of the development of language and reading skills.[28] Wesley Meierhenry feels that a general educational background should include curriculum development, student growth and learning development, communications theory, instructional methods, and psychology--all related to the school level in which the teacher's certificate is being received.[29]

Somewhat more involved in knowledge of the school ways are the suggestions that school librarians should know or understand the philosophical foundations of school administration, instructional practices, curriculum, as well as local aims and objectives of the school system.[30]

Leslie Janke states that there are seven essential guidelines for training qualified librarians or media specialists. He reinforces the professional education courses plus more. Foremost is the strong, basic liberal arts background since it is essential that the first four-year college career be devoted to academic disciplines. Janke says foreign language know-

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[27] Carolyn Whitenack, "The New Image of the Librarian," in Multi-Media and the Changing School Library, comp. by James W. Brown, Ruth M. Aubrey, and Elizabeth S. Neel (Sacramento, California: State Department of Education, 1969), p. 53.

[28] Sara Fenwick, "Variation on a Common Theme," Library Journal, LXXXXIV (April 15, 1969), 1725.

[29] Wesley Meierhenry, "Strategies and Ploys," Library Journal, LXXXXIV (April 15, 1969), 1728.

[30] Larry Earl Bone and Frederick R. Hartz, "Taking the Full Ride: A Librarian's Routes to Continuing Education," Library Journal, LXXXXV (October 1, 1970), 3245.

ledge is highly desirable to serve students with needed materials of learning. In teacher education the media specialist needs some knowledge of the philosophical and psychological reasons of why and how children learn, and how they develop reading, viewing and listening habits. Knowing how curriculum is developed and understanding its ultimate goals is basic in order to anticipate the teacher and student needs. Assessing pupil performance by the media specialist is just as important as that of the classroom teacher--all certified school personnel should be familiar with the techniques and instruments of measurement. Internship or inservice training is essential although Janke is doubtful as to when the best time should be. Lastly, during the undergraduate program, an introduction to the implications of mass communications is essential, but a greater depth study into the theory of communications could come during graduate course work.[31]

From the numerous education courses mentioned above, it is becoming obvious that school librarianship is becoming more specialized in two professions--teaching and librarianship. Sara Fenwick says that the teaching role of the librarian has broadened greatly over the past twenty years--including not only the ability to perform effectively in the new technology of learning resources but also to assume much broader responsibilities of administration and supervision.[32]

Actually the school librarian or media specialist has <u>three</u> specializations to master--the traditional "library" profession, teaching profession and audiovisual technology profession. Strangely enough, articles seem to

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[31]Leslie H. Janke, "The Emerging Concept of the Instructional Materials Center," in <u>New Media and Changing Educational Patterns</u>, comp. by James M. Brown and Ruth H. Aubrey (Sacramento, California: State Department of Education, 1966), p. 43.

[32]Sara Fenwick, "Variation on a Common Theme," 1726.

be devoted to library science and audiovisuals or library science and education but seldom are there references to all three specializations as being interrelated or considered as the study of one unified profession.

Audiovisual training in library schools receives criticisms, for instance. Some educaters are not positive about the audiovisual training given. Harold Goldstein says the courses currently offered tend to be more concerned with the "nuts and bolts" aspects (equipment, material maintenance and scheduling) than with the theories and principles of future media service requirements.[33]

The term "media specialist" carries a hidden connotation that is not readily apparent to even a teacher, principal or administrator. An unusual comment concerning the librarian versus the audio visualist has been made by Phillip J. Sleeman and Robert Goff:

> . . . From the changed role of the persons involved (media specialist), it is evident that the training of neither librarian nor audiovisualist is in itself satisfactory for supervision of an IMC. Librarians know more about literature, cataloging, indexing, budgeting, and the general and special resources in their field. Audiovisualists know about the processes of communication, equipment, materials availability, budgeting, inservice needs, plant design, among other areas. But these are presently separate fields of specialization. Rare is the person who combines the talents of both fields into one general area. . .[34]

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[33]Harold Goldstein, "The Importance of Newer Media in Library Training and the Education of Professional Personnel," Library Trends, XVI (October, 1967), 259.

[34]Phillip J. Sleeman and Robert Goff, "The Instructional Materials Center: Dialogue or Discord?" in Instructional Materials Centers: Selected Readings by Neville P. Pearson and Lucius Butler (Minneapolis, Minnesota: Burgess Publishing Company, 1970), p. 66.

CHAPTER VI

LADDER OF LIBRARY EDUCATION

The school librarian or media specialist, as an undergraduate in many colleges and universities, receives credits in a subject field, in education and in library science. The library science courses may be taken as either a minor or major with the necessary education courses as required for certification as the school librarian is considered a teacher. On studying the 1969 Standards for the modern day media specialist, the education being received as an undergraduate is far below the Standards' requirements needed to become a truly competent and knowledgeable professional media specialist.

An undergraduate librarian is at a disadvantage because he is not filling the needs of the 1945 Standards' requirements, which suggests thirty to thirty-six semester hours, much less today's tremendous and varied professional skills required to administer a media center of the 1970's. The library science minor graduate is receiving the <u>minimum</u> which leaves him ill prepared; the library science major graduate is in a better position, but he too is handicapped. While the library science major is receiving approximately thirty hours, he is being denied, time-wise, courses in general education to give him a broad, general background of knowledge. Although the undergraduate minor or major is fully recognized and accepted, there are distinct disadvantages for the undergraduate school librarian. The school librarian is a certified educator who needs a very broad background of general education as well as concentration in a subject field and specialization in

library science education itself. There is simply not enough time in four years to fill all the requirements competently for two professions (library science and teaching). A school librarian or media specialist is the one person who purposely needs to know "something about everything" to render good and competent service to the school curriculum, teachers and students.

If the school librarian has received his undergraduate degree in a subject field and has fulfilled his certification requirements, he is ready to concentrate his studies on the fifth-year study program. The fifth-year program is generally a core of courses devoted to the principles and philosophy of librarianship and to specialize in either elementary or high school librarianship. Usually there are, however, three or four undergraduate library science courses which are prerequisites to graduate study. Marilyn Miller believes that:

> Specialization by type and level of library science is important and basic to improving education of school librarians, since it is recognized, first, the need for specific skills and techniques needed to serve schools, and second, the differences in curriculum structure, teaching methods, and techniques for working with students of different grade levels and abilities.[35]

Specialization may be then of several types, such as (1) level of instruction, (2) areas of curriculum, (3) types of media, and (4) type of service.

Interestingly enough, Frances Henne outlines the need for integrating professional preparation of school librarians and teachers for the fifth-year in library schools and schools of education. She says, "A joint responsibility, authoritatively established, with curriculum planned, developed, and sponsored by the two agencies would seem to hold the most promise for

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[35]Marilyn Miller, "A Graded Curriculum," Library Journal, LXXXIV (April 15, 1969), 1731.

preparing librarians of materials centers to meet the needs of the schools today."[36] She further lists the advantages of this arrangement:

(A) The knowledge and guidance of leaders in the field of professional education for teachers can be utilized in structuring the curriculum for school librarians.

(B) In many situations, curricular content about audiovisual materials and services can be appropriately aligned and fused with that dealing with printed materials and general library services, and the limitations now existing in separate training programs for school librarians and for audiovisual specialists can be removed.

(C) Effective planning can be made for incorporating material about the school library and its resources in the professional preparation of teachers, school administrators, and curriculum specialists.

(D) Arrangements can be assured for incorporating courses needed by the school librarian in reading, curriculum, and related areas. The close association and the frequent participation in the same classes of teachers, administrators, curriculum specialists, and school librarians are also highly advantageous.[37]

A good many library educators and leaders feel that the fifth-year is not long enough to secure adequate specialization. The sixth-year allows for training for specialized positions, such as supervision, materials production, directing of centralized technical processing; even further specialization in bibliography and literature of special or selected subject areas and advanced work in many aspects of education and librarianship could be offered. Of a technical nature for the sixth-year could be studies related to management and systems analysis, educational media and communication, computers and data processing and further library research methods. The fifth-year graduate would obtain a Master's degree; the sixth-year graduate could either study for a Doctor's degree or receive a degree called the Specialist in Education. The sixth-year or specialist degree is built upon an additional

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[36]Frances Henne, "Structuring Library Education Curriculums for Preparing Librarians of Materials Center," The School Library As a Materials Center, U. S. Department of Health, Education and Welfare (Washington, D.C.: Government Printing Office, 1963), p. 56.

[37]Ibid.

thirty hours of work beyond the fifth-year or Master's degree. It can be definitely geared to the individual's need for future experience.

Entering the picture is another organization which is closely related to library science and partially overlaps some of the studies. The Department of Audiovisual Instruction of National Education Association worked very closely with the American Association of School Librarians in firming up the 1969 Standards. Yet in 1966 the Department had prepared a Position Paper for the Board of Directors of the Department of Audiovisual Instruction; entitled "The Role of the Media Professional in Education" the study includes the educational preparation required for a career in educational media. A person preparing for educational media has a choice of specializing in "audiovisuals," "library science," "broadcasting," or progressing in the area of instructional communications and technology.[38]

Because of the overlapping of roles and courses, the term "media specialist" can become ambigious, particularly when referring to the Position Paper of the Department of Audiovisual Instruction (now renamed the Association for Educational Communications and Technology (AECT). It almost becomes necessary to distinguish the difference by calling them "audiovisual media specialists," which is, in a sense, defeating the purposes of the 1969 Standards. The audiovisual media specialist too is a certified teacher, has had teaching experience, and has received library science courses as well as more specialized audiovisual instruction. He too can work at the local school level, the district level or even at the state and federal level. The main difference is that the audiovisual media specialist receives more credits in audiovisual courses, such as Methods, Evaluation, Selection, Production, Communication, Utilization and/or Administration. One advantage is that the

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[38]Kenneth Norberg, ed., "The Role of the Media Professional in Education," Audiovisual Instruction, XII (December, 1967), 1026-34.

audiovisual specialist and the library media specialist have mutual courses in common, such as teacher education, library science and audiovisual courses, yet each specializes in courses that broaden the background of either the print or non-print field.

This situation of print and non-print education has produced a dichotomy in library education. Of particular interest is Resolution Two on the professional preparation of audiovisual and library personnel, which was taken from several resolutions supporting the 1969 Standards and which were presented to the Department of Audiovisual Instruction assembly:

> . . . The Department of Audiovisual Instruction urges schools engaged in the professional preparation of librarians and schools preparing professional audiovisual personnel to give careful attention to the growing need for students in such programs to have access to appropriate courses in both areas.
>
> As both librarians and audiovisual specialists are being increasingly assigned responsibility for educational media programs involving both traditional library and audiovisual functions in schools, the need grows for a more integrated program of professional preparation. . . .[39]

It has been said that the undergraduate minor in library science is rare in audiovisual education. The fifth-year program in library science and audiovisual education needs a careful review to decide the content and sequence of a basic media core. It has been suggested that organization by content--whether by format (print or non-print), subject (humanities, social science, science), or by grade level (elementary or secondary)--would involve decisions concerning new courses and the thoughtfulness of the old ones. Of primary importance as well is the need to study the professional courses required for teacher certification. After these fields have been appraised for "relevancy," the specialization and problem of advanced study enters the picture. A great deal of study by library schools and state departments of

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[39]"The Marriage of the Media," Library Journal, LXXXXIII (May 15, 1968), 2082.

education will be required to consolidate effectively the similarity yet differences between the library media specialist and the audiovisual media specialist.

Because library education is very diversified, considering library education includes courses for public, special, college and reference librarians as well as school librarians, Peggy Sexton stated in 1966 that a national examination could be devised for librarians. Librarians, such as school librarians, could take an additional examination relating to the school section; special library groups could develop examinations to fit their own picture, and so on for the other sections. Miss Sexton was considering that the library schools themselves are exceedingly diversified; for instance, the American Library Association presently has accredited fifty-two library schools, which are primarily located in the North and East. Only graduate programs operated on a five-year basis beyond secondary school and leading to a master's degree are eligible for accreditation at this time. Not everyone could possibly attend these few schools for a number of reasons, expense, job or family responsibilities, and so on. There are many well qualified library schools which are regionally accredited but are not "accepted" by the American Library Association. There are actually 366 schools which offer some type of school library education; 306 schools offer twelve or more semester hours during the regular academic year.[40] Of interest is the fact that these schools, those not accredited by the American Library Association, may be accredited by the state, region or National Council for Accreditation of Teacher Education (N.C.A.T.E.) of the National Education Association. These accreditations are concerned with the undergraduate programs of library education.

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[40]Robert N. Case and Anna Mary Lowrey, "School Library Manpower Project: A Report on Phase I," American Libraries, II (January, 1971), 101.

In reference to the national examinations as stated previously, Miss Sexton states that such an examination could cover a basic core of information necessary to any type of library work (such as cataloging, classification, reference, and so on) plus special areas of librarianship. She says that to be eligible for an examination, a prospective librarian might have:

(1) A bachelor's degree or the equivalent as certified by some recognized educational institution; and

(2) A fifth-year of study in an accredited library school or three years of experience working in a library on a skilled level not lower than skilled clerical.[41]

Lists of suitable books, periodicals, and programmed instruction materials could be made available for study; library schools could then check the scores of their graduates and compare with other schools to see how effectively the students were being taught. In order to keep their knowledge and certificates up-to-date, periodic re-examinations covering new areas of knowledge could be given. A type of national certification via the examinations of this nature could help insure that all library students within the library schools, whether nationally or regionally accredited, were receiving progressive and qualified education in library science.

Another consideration, and controversy within the library profession regarding library education, has resulted from the famous Asheim Statement of Policy for Library Education and Manpower. Lester Asheim, Director of the American Library Association Office of Education, worked with other library science educators to produce the ALA Policy Proposal.[42] Among the

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[41]Peggy Sexton, "To Kill a Whooping Crane," Library Journal, LXXXXI (November 1, 1966), 5331.

[42]American Library Association, "Library Education and Manpower: ALA Policy Proposal," American Libraries, I (April, 1970), 341-344.

thirty-five proposals, thirteen are related to library education for all librarians, not merely school librarians or media specialists. Of particular interest is the division of library personnel according to the education received. Five categories are spelled out:

Title	Basic Requirements
Senior Librarian	In addition to relevant experience, education beyond the M.A., as: post-Master's degree; Ph.D.; relevant continuing education in many forms
Librarian	Master's degree
Library Associate	Bachelor's degree (with or without course work in library science); OR Bachelor's degree, plus additional academic work short of the Master's degree (in librarianship for the Library Associate; in other relevant subject fields for the Associate Specialist)
Library Technical Assistant	At least two years of college-level study; OR A.A. degree, with or without Library Technical Assistant training; OR Post-secondary school training in relevant skills
Clerk	Business school or commercial courses, supplemented by in-service training or on-the-job experience[43]

While the ALA Policy Proposal considers all librarians, the categories given for the different levels, library education-wise, the two that are most controversial are the Library Associate (Bachelor's or Bachelor's short of a Master's degree) and the Library Technical Assistant. The Library Technical Assistant receives two years of college-level study, which does not by any means qualify for a school library position, but the Library Associate level spells out the educational qualifications of many school librarians and the

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[43] Ibid., 342.

responsibilities involved are basically preprofessional responsibilities at a high level. School librarians, as a consequence, have become indignant in being considered less than a professional, especially when school librarians are certified as teachers.

To help clear the situation as to tasks performed by school library personnel and the education needed, the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association, initiated the School Library Manpower Project in 1968. Approximately at the same time, the American Library Association began exploring and studying for the general Library Education and Manpower picture.

Because of the new innovations in education and the school library being no longer totally print-oriented but concerned with various types of media, and the duties and tasks of the school librarians becoming more diversified, the American Association of School Librarians felt that a study should be made to determine what needs should be made in preparing future school librarians or media specialists. Three Phases are to be developed within a five year period. The National Education Association Research Division was asked to conduct a Task Analysis Survey to identify and describe the duties and tasks performed by personnel in outstanding school libraries with programs of unified library-audiovisual service utilizing varied types of materials and equipment. State and local school library supervisors within the fifty states and District of Columbia identified the school systems and individual centers according to a specified set of selection criteria.[44]

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[44]"School Library Personnel, Task Analysis Survey," Special Report by NEA Research Division for School Library Manpower Project, American Libraries, I (February, 1970), 176-77.

Results of Phase I have been published in the NEA Research Bulletin, December 1969, Vol. 47. In the near future Phase II will be published as Education for Librarianship and Phase III will concentrate on Recruitment. When the results of Phase II, Education for Librarianship, are published, hopefully, many of the educational problems for school librarians or media specialists will become less complex and more meaningful for the future.

PART III. CERTIFICATION OF THE MEDIA SPECIALIST

Chapter

VII. CERTIFICATION OF THE MEDIA SPECIALIST

VIII. CERTIFICATION REQUIREMENTS OF EACH STATE

CHAPTER VII

CERTIFICATION OF THE MEDIA SPECIALIST

State certification of school librarians or media specialists, like teachers, establishes standards or guidelines for individuals to fulfill which may be the minimum requirements of a particular subject—in this case, two professions (library science and teaching). With the stress focusing on audiovisuals, requirements are also being made for courses relating to the study of non-print media--which now makes a total of three specialized professions. Attaining certification sets a tone of quality and insures that certain accomplishments are being acquired; if there are minimum requirements, this leaves the individual free to gain more knowledge through his college program or on his own. By having minimum or a "core" of certification requirements through the state departments of education, three outcomes are likely: (1) the college or university will usually set higher requirements for the students to fill; (2) flexibility can result and become an advantage in allowing for innovative or experimental programs to develop; and (3) the librarian or media specialist may not receive adequate knowledge or competencies to fulfill his responsibilities within the school.

To see if the state certification requirements have been upgraded, another comparison of the three basic Standards is necessary. In the 1945 Standards a short sentence is given that the librarian should have completed professional education courses generally required for teacher certification.[45]

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[45]American Association of School Librarians, School Libraries for Today and Tomorrow, p. 18.

The 1960 Standards too state that the "preparation of the school librarian meets the certification requirements of his state, of the regional accrediting agency for his state, and of the school system in which he is working. His professional preparation is obtained in colleges or universities approved by the state or city agency in charge of the certification of school librarians."[46] The 1969 Standards face the issue squarely concerning the certification requirements of the media specialist; the Standards state clearly that the certification, as well as professional education of media specialists, needs study and evaluation. Items to review are: requirements for various levels and positions in media centers; the kind and amount of professional education needed by media specialists; provisions and requirements for specialization within the field; and criteria for approving agencies of higher education which offer programs for the preparation of media specialists.[47] The study of the professional education becomes at the same time relevant to the study and reevaluation of certification procedures. Once again the dichotomy of certification becomes apparent--one for school librarians and one for audiovisual specialists.

A number of states are now studying their certification requirements and some have already upgraded the requirements--either for the media specialist, as such, or have included certification requirements for the audiovisual counterpart. Other states have remained at a low level of certification requirements, such as calling the librarian a "teacher-librarian," a term which no longer applies to the 1969 Standards and not even mentioned in the 1960 Standards. The one common factor is that all librarians or

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[46]American Association of School Librarians, Standards for School Library Programs, pp. 59-60.

[47]American Association of School Librarians and Department of Audiovisual Instruction, Standards for School Media Programs, p. 14.

media specialists are "certified teachers."

In 1958 Mary Helen Mahar compiled the state requirements for certification of school librarians and the information was published by the U. S. Department of Health, Education and Welfare. She found that in 1958 the requirements in library science varied from four to thirty-six semester hours. Some states had no library science requirements for elementary librarians and greater uniformity existed in the general and professional teacher requirements than library science programs.[48] No up-to-date or revised material similar to the Mahar report has been published since.

An attempt will be made on the following pages to survey the certification requirements for school librarians within the fifty states and the District of Columbia. Letters were written to each State Department of Education asking for a copy of the certification requirements for school librarians. Of great interest is the wide variety of certification requirements within the different states; some are quite specific in spelling out courses required. Other states merely say that a recommendation from the college attended is sufficient; of particular interest are references to audiovisual courses. Concentration of certification requirements is focused on the educational preparation for the school librarian. Teacher education is included, if received, and library science education may or may not be spelled out. Replies from the states are listed alphabetically by state and the wording itself is as nearly identical as possible to the materials received.

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[48]U. S. Department of Health, Education and Welfare, Office of Education, Certification of School Librarians: A Compilation of State Requirements - 1958, by Mary Helen Mahar, Bulletin 1958, No. 12 (Washington, D.C.: Government Printing Office, 1958), p. 1.

CHAPTER VIII

CERTIFICATION REQUIREMENTS BY STATES

This section is devoted to the actual requirements, by states and the District of Columbia, for certification of the school librarian, media specialist or teacher-librarian. Wide diversification is readily apparent if comparison is made, for instance, between Alabama and Washington. Alabama shows depth in preparing requirements; Washington states that a teaching certificate at the required level is all that is necessary at the present time. A number of states, including Washington and Kentucky, are developing new or revising present certification programs.

Information included for the states is related directly to the school librarian's certification requirements. No effort was made to deal specifically with the general or education courses as such; in many instances the information was not included. If the education courses or requirements were included in the portion directly concerning the school librarian, this was considered essential and has been used. Materials have been received from all fifty states and the District of Columbia and have been arranged alphabetically. Organization and duplication of wording (and punctuation) has been copied as much as possible from the original materials.

ALABAMA

Class B Elementary-Secondary Professional Certificate

A Class B Elementary-Secondary Professional Certificate authorizes the holder to teach specified subjects or to perform specified services in grades one through twelve and is valid for eight years. This certificate

ALABAMA, con't.

may be issued to a person who meets the following requirements:

1. Has graduated with a baccalaureate degree from a standard institution with a major in art, health and physical condition, industrial arts, recreation, music, library science, guidance and counseling, speech, speech therapy, or speech correction.

2. Has completed the institution's program approved by the National Council for the Accreditation of Teacher Education or has earned the minimum basic credits: Professional Education -- 21 semester hours; English, Literature and Speech, 14 semester hours: Social Science, 12 semester hours; Science, 12 semester hours; Mathematics, 3 semester hours; and Psychology, 3 semester hours.

3. That he has to his credit an academic major of thirty-six to forty-five quarter hours or twenty-four to thirty semester hours in an approved subject or service area.

4. That he has to his credit an academic minor of twenty-seven quarter hours or eighteen semester hours in an approved subject or service area.

Class A Elementary-Secondary Professional Certificate

A Class A Elementary-Secondary Professional Certificate authorizes the holder to teach certain specified subjects or perform specified services in grades one through twelve and is valid for ten years. This certificate is issued to a person who meets the following requirements:

1. Either holds or meets requirements for the Class B Elementary-Secondary Professional Certificate.

2. Has been awarded a master's degree by a standard institution accredited by a regional and/or national accrediting agency to offer graduate degrees. The graduate credit submitted for this certificate must include a minimum of nine quarter hours or six semester hours in the person's major teaching field, and nine quarter hours or six semester hours in professional education appropriate for elementary-secondary classroom teachers or other personnel who may qualify for this certificate.

Class AA Elementary-Secondary Professional Certificate

A Class AA Elementary-Secondary Professional Certificate authorizes the holder to teach certain specified subjects or perform specified areas in grades one through twelve and is valid for twelve years. This certificate may be issued to a person who meets the following requirements.

1. Either holds or meets requirements for the Class A Elementary-Secondary Professional Certificate.

2. Has completed a sixth-year program of graduate study, with a minimum

of forty-five quarter hours or thirty semester hours, subsequent to the completion of all requirements for the master's degree in a standard institution approved for a doctoral degree. The program of study for this certificate must consist of graduate credit approved by the department or division responsible for teacher education as being appropriate for the advanced preparation of elementary-secondary classroom teachers or other personnel who may qualify for this certificate.

Class B Secondary Professional Certificate

A Class B Secondary Professional Certificate authorizes the holder to teach in grades seven through twelve and is valid for eight years. This certificate may be issued to a person who meets the following requirements:

1. Has graduated with a baccalaureate degree from a standard institution and has met requirements as prescribed by the State Board of Education for the education of secondary teachers.

2. Has completed the institution's program approved by the National Council for the Accreditation of Teacher Education for the education of secondary teachers or has earned the minimum basic credits: Professional Education -- 21 semester hours; English, Literature, and Speech, 14 semester hours; Social Science, 12 semester hours; Science, 12 semester hours; Mathematics, 3 semester hours; and Psychology, 3 semester hours.

3. That he has to his credit an academic major of thirty-six to forty-five quarter or twenty-four to thirty semester hours in an approved subject; e.g., library science.

4. That he has to his credit an academic minor of twenty-seven quarter hours or eighteen semester hours in an approved subject.

Class A Secondary Professional Certificate

A Class A Secondary Professional Certificate authorizes the holder to teach in grades seven through twelve and is valid for ten years. This certificate may be issued to a person who meets the following requirements:

1. Either holds or meets requirements for the Class B Secondary Professional Certificate.

2. Has been awarded a master's degree by a standard institution accredited by a regional and/or national accrediting agency to offer graduate degrees. In the master's degree program, the total graduate credit submitted for this certificate must include a minimum of nine quarter hours or six semester hours in the person's teaching fields and nine quarter hours or six semester hours in professional education appropriate for secondary classroom teachers.

ALABAMA, con't.

Class AA Secondary Professional Certificate

A Class AA Secondary Professional Certificate authorizes the holder to teach in grades seven through twelve and is valid for twelve years. This certificate may be issued to a person who meets the following requirements:

1. Either holds or meets requirements for the Class A Secondary Professional Certificate.

2. Has completed a sixth-year program of graduate study, with a minimum of forty-five quarter hours or thirty semester hours, subsequent to the completion of all requirements for the master's degree in a standard institution approved for a doctoral degree.

ALASKA

Special Services Certificate (Type C)

Completion of a program through the Bachelor's or higher degree with specialization in such areas as school nursing, social work, speech therapy, psychology, librarianship, etc., plus institutional recommendation.

ARIZONA

School Librarian (K-12) Endorsement

Valid basic teaching certificate

18 semester hours of Library Science to include course work in the following areas: Literature for Children or Adolescents; Cataloging and Classification; Reference; Administration and Organization of School Library; Principles and Policies of Selection of Book and Nonprint Materials; Other:

School Librarian Endorsement: School Librarian certification in Arizona consists of the School Librarian Endorsement, valid for Grades K-12, which may be placed upon either an elementary or secondary teaching certificate.

ARKANSAS

Regulations for High School Librarians

The librarian shall meet the professional requirements (shall hold high school certificate based on a Bachelor's degree) and shall have 15 semester hours of Library Science.

In secondary schools with an enrollment of 500 or more, the librarian shall devote full time to library service.
In schools with an enrollment of 250-499, the librarian shall devote at least one-half time to library service.
In schools with an enrollment of less than 250, the librarian shall devote at least two periods per day to library service.

ARKANSAS, con't.

Regulations for Elementary School Librarians

All librarians shall hold six-year certificates with a minimum of 9 semester hours of library science and shall earn an additional 3 semester hours of library science per year until a total of 15 semester hours has been earned.

CALIFORNIA

Specialized Preparation or Experience Required in the Area of Librarianship For a Standard Teaching Credential With a Specialization in Elementary, Secondary, or Junior College Teaching

An applicant for a standard teaching credential with specialization in ELEMENTARY or SECONDARY teaching with an academic major and librarianship in lieu of a minor shall have completed all of the following:

(a) All requirements for the standard teaching credential with a major in an academic subject matter area.

(b) Specialized preparation or experience in lieu of preparation:

(1) Coursework

(A) Twenty-four semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education, including coursework covering each of the following areas: basic reference work and bibliography; selection of materials; technical services, such as acquisition of materials, classification, and cataloging; school library organization and administration; and literature appropriate for elementary and secondary students.

(B) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

(2) Experience

Verification of one year full-time experience as a professional librarian in a public library or in a private library of equivalent status including a school, college, or university library. To be acceptable the experience offered must be verified as including service in selection of books and materials, cataloging, reference services, and reader guidance.

Standard Teaching Credential With a Specialization in Elementary or Secondary Teaching With Specialized Preparation Which May be Completed in Lieu of a Minor in Librarianship--Issued on Partial Fulfillment of Requirements

Each application for the standard teaching credential with specialization in elementary or secondary teaching on the partial fulfillment of requirements basis with specialized preparation in librarianship must include the

CALIFORNIA, con't.

following:

(a) A written statement that the applicant proposes to establish librarianship for a minor and intends to complete all requirements for the life credential.

(b) A written statement made by an official of a school district or by the county superintendent of schools to the effect that the applicant will be employed to serve on the credential:

Elementary level

I. An applicant for a standard teaching credential with specialization in elementary teaching who has coursework in directed teaching or appropriate teaching experience must have met all the following requirements:

(a) Possession of acceptable bachelor's degree.

(b) Designation of an academic major.

(c) Completion of 90 clock hours (4 semester hours) of actual teaching in student teaching in kindergarten or in any grades one through eight, or one year of successful full-time teaching in kindergarten or any grades one through eight in public schools or private schools of equivalent status.

(d) (1) Completion of 12 semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education.

(2) Completion of ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

II. An applicant for the standard elementary credential who does not have coursework in directed teaching or appropriate teaching experience must have completed either (a) or (b) (1) and (2) below:

(a) A master's degree in library science conferred by an institution accredited by the American Library Association which includes any amount of supervised field experience in an elementary or secondary school library.

(b) (1) Twenty-four semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education, including coursework covering each of the following areas, and an acceptable bachelor's degree: basic reference work and bibliography; selection of materials; technical services, such as acquisitions of materials, classification, and cataloging; school library organization and administration; and literature appropriate for both elementary and secondary students.

CALIFORNIA, con't.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

Secondary level

I. An applicant for the standard teaching credential with specialization in secondary teaching who has coursework in directed teaching or appropriate teaching experience must have completed all of the following requirements:

(a) Acceptable bachelor's degree

(b) Fifteen semester hours of upper division or graduate level coursework in a single academic subject commonly taught in public high schools.

(c) Six semester hours of upper division or graduate level coursework completed in an approved institution after the bachelor's degree.

(d) Sixty clock hours (3 semester hours) of actual teaching. . . .

(e) (1) Twelve semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

II. An applicant for the standard teaching credential with specialization in secondary teaching who does not have coursework in directed teaching or appropriate teaching experience must have completed 1, 2, 3, or 4 below:

1. (a) Acceptable bachelor's degree

(b) Fifteen semester hours of upper division or graduate level coursework in a single academic subject commonly taught in public high schools.

(c) Six semester hours of upper division or graduate level coursework completed in an approved institution after the bachelor's degree.

(d) (1) Twenty-four semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education, including coursework covering each of the following areas: basic reference work and bibliography; selection of materials; technical services, such as acquisition of materials, classification and cataloging; school library organization and administration; and literature appropriate for both elementary and secondary students.

CALIFORNIA, con't.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

2. (a) Master's degree in library science.

(b) Fifteen semester hours of upper division or graduate level coursework in a single academic subject commonly taught in public high schools.

(c) (1) Twelve semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

3. (a) Master's degree in a nonacademic subject commonly taught in public high schools.

(b) Fifteen semester hours of upper division or graduate level coursework in a single academic subject commonly taught in public high schools

(c) (1) Twelve semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

4. (a) Master's degree in an academic subject commonly taught in public high schools.

(b) (1) Twelve semester hours of special preparation in librarianship completed in an institution approved by the California State Board of Education.

(2) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

Standard Teaching Credential With a Specialization in Elementary, Secondary, or Junior College Teaching Restricted to Service as a Librarian and a Teacher of Librarianship

An applicant for a standard teaching credential with a specialization in elementary, secondary, or junior college, restricted to service as a librarian and teacher of librarianship, shall submit a complete application and meet the following requirements:

(a) Possession of a valid general elementary, general secondary, or junior college credential other than a standard teaching credential.

(b) Completion of the requirement in the United States Constitution.

CALIFORNIA, con't.

(c) Specialized preparation to serve as a librarian and to teach librarianship to include the requirements of (1) or (2) below, as appropriate, except that (3) may be substituted for either.

(1) For the standard teaching credential with a specialization in elementary teaching, completion of the following:

(A) Twenty-four semester hours of specialized preparation in librarianship completed in an approved institution to include course work covering the following areas: basic reference work and bibliography; selection of materials; technical services, such as acquisition of materials, classification, and cataloging; school library organization and administration; and literature appropriate for both elementary and secondary students.

(B) Ninety clock hours (4 semester hours) in supervised field experience in library practice. . . .

(2) (Credential requirements for junior college teaching)

(3) One year of full-time experience as a professional librarian in a public library or in a private library of equivalent status including a school, college, or university library. To be acceptable the experience offered must be verified as including service in selection of books and materials, cataloging, reference services, and reader guidance.

Standard Teaching Credential With a Specialization in Elementary, Secondary, or College Teaching Restricted to Service as a Librarian and a Teacher of Librarianship

An applicant for a standard teaching credential with a specialization in elementary, secondary, or junior college teaching restricted to service as a librarian and teacher of librarianship on partial fulfillment of requirements shall submit a complete application and meet all of the following:

(a) Possession of a valid general elementary, general secondary, or junior college credential other than a standard teaching credential.

(b) Completion of both (1) and (2) below:

(1) Twelve semester hours of specialized preparation in librarianship selected from the following areas and completed in an approved institution; basic reference work and bibliography; selection of materials; technical services, such as acquisition of materials, classification, and cataloging; school library organization and administration; and literature appropriate both for elementary and secondary students.

(2) Ninety clock hours (4 semester hours) in a course in supervised field experience in library practice. . . .

CALIFORNIA, con't.

(c) Submission of a written statement that the applicant plans to establish librarianship for a minor and intends to complete all requirements for the life credential.

(d) Submission of a written statement made by an official of a school district, the county superintendent of schools, or an official of a state agency, to the effect that the applicant will be employed to serve on the credential.

COLORADO

Special Services Certificate (Type E)

Completion of a program through the Bachelor's or higher degree with specialization in school nursing, social work, speech therapy, psychology (6th year), or librarianship, plus institutional recommendation.

"A School Librarian can qualify for a Type A Certificate by fulfilling the basic requirements as noted for elementary or a secondary teacher certificate and then completing advanced degree work in Library Science (usually an M. A. or M. L. S. degree). Portion of a letter from Patricia D. Pease, Consultant to Teacher Certification.

CONNECTICUT

Special Subject or Field

The certificate for special subjects or fields is required for the following special subjects taught at either or both the elementary and secondary levels: Agriculture (non-vocational), art, health, homemaking, industrial arts, library, music and physical education. Special subject certificates may be endorsed for grades one through twelve, one through eight, or seven through twelve; they may be endorsed for one or more elementary levels or for one or more secondary subjects.

Provisional Certificate

To receive a provisional certificate for a special subject or field, an applicant shall present evidence of meeting the following requirements in addition to meeting the general conditions.

(a) Held a bachelor's degree from an institution approved for the preparation of special subjects teachers in the field in which certification is requested.

(b) Have a minimum for forty semester hours' credit in general education. . .

(c) Have a minimum of eighteen semester hours' credit in professional education. . . .

CONNECTICUT, con't.

(d) Have a minimum of thirty-five semester hours' credit in appropriate technical courses in a planned program designed to develop competency in the special field to be taught and including the particular area as noted for each subject.

LIBRARY

Eighteen semester hours' credit in library science as part of a planned program leading to a major in library science. The major in library science, totaling at least thirty semester hours' credit must be completed in an approved institution before the standard certificate will be issued.

Seventeen additional hours' credit in bread cultural fields.

DELAWARE

Librarian

a. Limited Certificate

(1) Bachelor's degree with a minimum of 18 semester hours in professional education covering the areas of human behavior, the school curriculum, the reading program, and instructional methods

or

A valid teaching certificate

(2) A minimum of 6 semester hours of basic library education selected from areas in the library program outlined in section b.(2).

b. Standard Certificate

(1) Requirements stated in section a.(1).

(2) A master's degree with preparation in school librarianship from a library school accredited by the American Library Association

or

Completion of a program of 30 semester hours in library education (including the 6 hours required in section a.(2) covering the following areas: The development of libraries in society; Basic reference sources; Literature for children and adolescents; Selection, acquisition, and organization of library materials; Organization and administration of school library program and services; Completion of a practicum of not less than 6 credits in a school library

or

Three years successful experience in a school library

DISTRICT OF COLUMBIA

Revised License VIII. Elementary Schools, Junior High Schools, Senior High Schools, and Vocational High Schools - Salary Class 15

Class 1. School Librarians - Elementary Schools

A bachelor's degree from an accredited college; and

The equivalent of not less than eighteen (18) semester hours in library science; and

Fifteen (15) semester credits in courses in education successfully pursued as part of or in addition to the work for the degree and representing a definite program of preparation, to include the following: Educational Psychology; Reading; Children's Literature; Sociology of Urban Youth; Student teaching or one year of library or teaching experience.

In the eighteen (18) semester hours in library science, courses should be distributed in the following areas: Organization, including the organization and administration of school media centers and their collections; cataloging: Materials, including selection and use of materials for children and young people, reference materials, and audiovisual materials.

Class 2. School Librarians - Junior High School

A bachelor's degree from an accredited college; and

The equivalent of not less than eighteen (18) semester credits in library science; and

Fifteen (15) semester credits in courses in education successfully pursued as part of or in addition to the work for the degree and representing a definite program of preparation for teaching in the secondary schools.

Courses must be offered in the following fields: Observation and student teaching in the secondary schools (or one year of acceptable teaching experience or one year of library experience); Educational Psychology; Reading; Sociology of Urban Youth; Introduction to Teaching in Urban Secondary Schools.

In the eighteen (18) semester hours in library science, courses should be distributed in the following areas: Organization, including the organization and administration of school media centers and their collections; cataloging: Materials, including selection and use of materials for children and young people, reference materials, and audiovisual materials.

DISTRICT OF COLUMBIA, con't.

Class 3. School Librarians - Senior High Schools and Vocational High Schools

A master's degree from an accredited college; and

The equivalent of not less than thirty (3) semester credits in library science; and

Fifteen (15) semester credits in courses in education successfully pursued as part of or in addition to the work for the degree and representing a definite program of preparation for teaching in secondary schools.

Courses must be offered in the following fields: Observation and student teaching in the secondary schools (or one year of acceptable teaching experience or one year of library experience); Educational Psychology; Reading; Sociology of Urban Youth; Introduction to Teaching in Urban Secondary Schools.

In the thirty (30) semester hours in library science, courses should be distributed in the following areas: Organization, including the organization and administration of school media centers and their collections; cataloging: Materials, including selection and use of materials for children and young people; reference materials, and audiovisual materials.

FLORIDA

Library and Audio-Visual Service

Specialization requirements for certification in Library and Audio-Visual Service:

(1) Rank III Certificate

(a) A Bachelor's degree with a major in library and audio-visual service. (If a Bachelor's degree was required as a prerequisite to entering study for the Bachelor's degree in library and audio-visual service, the applicant shall be eligible for a Rank II certificate.)

OR

(b) A Bachelor's degree, with twenty-four (24) semester hours in library and audio-visual service including the areas specified below: (Courses in story telling and remedial reading may be used toward the total of twenty-four (24) semester hours.): Six (6) semester hours in books and related materials for young people; six (6) semester hours in organization and administration of libraries including a course in school library or materials center; two (2) semester hours in reference materials; two (2) semester hours in classification

FLORIDA, con't.

and cataloging; and two (2) semester hours in audio-visual materials.

(2) Rank II Certificate

(a) A Master's degree with a graduate major in library and audio-visual service (or a Bachelor's degree in library and audio-visual service if a Bachelor's degree was required as a pre-requisite).

OR

(b) A Master's degree, with thirty (30) semester hours in library and audio-visual service including the areas specified above for the Rank III Certificate covering Library and Audio-Visual Service.

(3) Rank IA Certificate

Qualification for the Rank IA Certificate as specified in Section 4(1)(B), Florida Requirements for Teacher Certification with thirty-six (36) semester hours in library and audio-visual service including the areas specified above for the Rank III Certificate covering the Library and Audio-Visual Service. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

(4) Rank I Certificate

(a) A Doctor's degree with a doctoral major in library and audio-visual service

OR

(b) A Doctor's degree, with thirty-six (36) semester hours in library and audio-visual service including the areas specified above for the Rank III Certificate covering Library and Audio-Visual Service. At least six (6) of the thirty-six (36) semester hours must be earned at the graduate level.

GEORGIA

School Librarian - T-4 Certificate

The T-4 Certificate may be issued upon the following: (1) The bachelor's degree from a regionally accredited four-year college with an approved program for the specific field, and (2) The recommendation of the responsible official of the institution, verifying that the applicant has completed successfully the teacher-education program in the specific field for which certification is requested.

GEORGIA, con't.

Requirements for the T-5 Certificate for the School Librarian

If the applicant is eligible for a T-4 Certificate, the T-5 Certificate for the School Librarian may be issued upon the master's degree from a regionally accredited institution with graduate courses which meet the following requirements: Ten quarter hours in professional education courses applicable to the following (a) and/or (b) areas:

(a) Courses dealing with the nature of the learner and the psychology of learning.

(b) Courses dealing with the program of the school and the problems of the school.

Twenty-five quarter hours in subject matter or content courses applicable to the following (c) areas:

(c) Courses in library science, with the combined undergraduate and graduate courses in library science totaling at least 45 quarter hours.

On March 20, 1968 the State Board of Education ruled: "A person who earned a B.S. degree in library science at the five-year level from a library school, accredited by the American Library Association, prior to the time that that institution granted a master's degree for the first time of graduate work shall qualify for a five-year certificate in school librarianship."

HAWAII

School Librarian Specialist Certificate

I. Basic Specialist Certificate

The Basic School Librarian Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Bachelor's degree from an accredited institution with a designated major in Library Science designed for a school librarian which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree.

a. Eighteen semester hours of professional education credits.

b. Thirty semester hours of library science and education communication credits (21 semester hours in library science and 9 semester hours in educational communication).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a library with

HAWAII, con't.

responsibilities comparable to that of a school librarian.

II. Professional Specialist Certificate

The Professional School Librarian Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Master's degree from an accredited institution with a designated major in Library Science designed for a school librarian which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree plus 30 semester hours.

a. Twenty-four semester hours of professional education credits of which 6 semester hours must be graduate credits.

b. Thirty semester hours of library science and educational communication credits (21 semester hours in library science and 9 semester hours in education communication).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a library with responsibilities comparable to that of a school librarian.

IDAHO

Idaho Code, Section 33-1203. Accredited teacher training requirements.— Except in the limited fields of trade and industries, and specialists certificates of school librarians and school nurses, the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training, including such professional training as the state board may require; but in emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two years of college training.

General Endorsements for Teaching Certificates

Either a Standard or Advanced Elementary Certificate or a Standard or Advanced Secondary Certificate may receive the education media generalist endorsement, the school librarian endorsement, or the driver education endorsement by fulfilling the requirements below:

Education Media Generalist

Not less than twenty-four semester credit hours in the general field of educational media, at least twelve hours of which must be in the areas of selection, organization, and administration of educational materials. Up to six semester credit hours in the subject areas listed below, beyond any such hours which may be required for qualification for the Standard Certificate, may be substituted for any equal number of hours in the field of ed-

IDAHO, con't.

ucational media for the purpose of meeting the requirements for this endorsement: Philosophy of Education; Educational Administration; Curriculum Design or Development; Pedagogy or Methods of Instruction; Educational Psychology or Theory of Learning; Child or Adolescent Psychology; Communications; and Graphic Arts.

School Librarian

Not less than fifteen semester hours in library science including cataloging and classification. This endorsement is valid only to Sept. 1, 1973, unless it was issued prior to Feb. 1, 1968, and has not been allowed to lapse.

ILLINOIS

Summary of Certification and Recognition Requirements for School Librarians and Audiovisual and Media (Instructional Materials) Specialists

I. Certificates for personnel in the fields of School Library Specialists, Audiovisual Specialists, and Media (Instructional Materials) Specialists are indicated in the State Teacher Certification Board outline of Minimum Requirements for State Certificates, effective September 1, 1967. These certificates are issued as a Standard Special Certificate with the teaching endorsement in the Area of Specialization when 32 semester hours in the area have been earned and certified to the State Teacher Certification Board on an official transcript:

Library Science	32 S.H.	Course work in Library Science
Audiovisual	32 S.H.	Course work in Audiovisual
Media (Instruction Materials)	32 S.H.	Course work in Media (Instructional Materials), including work in Library Science and Audiovisual

Courses labeled Media (Instructional Materials), Library Science, or Audiovisual may be authenticated by the teacher training institution as appropriate to satisfy the requirements of an approved program.

II. Supporting courses or other combinations of preparation have been approved only for institutions with approved programs in Media (Instructional Materials).

III. For other preparation a teacher's certificate at the proper level is necessary; either a Standard Elementary School Certificate or Standard High School Certificate with a major or three minor Areas or Specialization. In addition, the following requirements must be fulfilled for:

A. Coordinator of Instructional Media

Work in Special Field: 24 semester hours with at least 9 in Audiovisual and 15 in Library Science, including training in Administration, Organization, Selection, Production, and Communications.

ILLINOIS, con't.

B. School Librarian

Work in Special Field: 18 semester hours in Library Science including Organization and Administration, Cataloging and Classification, Reference, and Materials (Elementary and Secondary level).

C. Audiovisual Coordinator

Work in Special Field: 9 semester hours in Audiovisual Education.

INDIANA

Secondary School Teacher Certificate, Provisional

The Secondary School Teacher Certificate, Provisional, qualifies the holder to teach the subject matter field for which it is endorsed in any public secondary school in Indiana. It also is valid in departmentalized junior high schools. For this certificate, applicants must meet the following requirements:

1. A baccalaureate degree from an institution of higher education accredited to offer a secondary teacher education program.

2. Completion of a total undergraduate program of no less than one hundred twenty-four semester hours distributed as shown below.

3. Recommendation for secondary school teaching certification by the institution of higher education granting the degree. (Not applicable to out-of-state graduates.)

Undergraduate Curriculum Requirements for Secondary School Teachers

A. General Education -- 50 semester hours

B. Professional Education -- 18 semester hours

C. Subject Matter Concentration -- Minimum of 40 semester hours

A teacher education program must include a major of at least 40 semester hours with specific courses as outlined in the Indiana Certification Code.

A second major may be added to the program, or one or more minor areas may be added as endorsements. A minor endorsement requires 24 semester hours in the subject area.

INDIANA, con't.

School Library and Audiovisual Services: Secondary Teacher Certificate

	Teaching Minor Semester Hours	Teaching Major Semester Hours
Selection, Evaluation and Use of Printed and Audiovisual Materials and School Collections	6	6
Preparation of Instructional Materials	2	2
Cataloging and Classification of Printed and Audiovisual Materials	3	3
Organization and Administration in School Libraries and/or Instructional Materials Centers	3	3
Basic Reference Sources	2	2
Directed electives in audiovisual communications and in cognate areas of Social Science, Humanities, or Science	8	24
Total	24	40

School Services Personnel Certificate, Provisional

Applicants will be qualified for the School Services Personnel Certificate, Provisional, when they:

Complete the required graduate level program for the school service area in which endorsement is sought.

Hold the advanced degree required for the school service area in which endorsement is sought. This will be a Master's degree (unless otherwise designated) in teacher education from an institution of higher education accredited to offer graduate programs in school services.

Have professional certification for teaching in the public elementary, junior high, or secondary schools of Indiana, or specified equivalency.

Are recommended for the School Services Personnel Certificate, Provisional, by the institution of higher education in which the qualifying program has been completed.

School Services Personnel Certificate, Professional

A. The School Services Personnel Certificate, Professional, is valid for life unless revoked for cause.

B. Minimum qualifications for the School Services Personnel Certificate, Professional, are:

1. Three years of experience, subsequent to its issue, as a practitioner in the area in which the candidate holds endorsement or the School Services Personnel Certificate, Provisional.

2. A total of sixty semester hours of graduate credit above the

INDIANA, con't.

Baccalaureate degree in the area of specialization or cognate areas in school service unless a higher degree of specific program is indicated.

3. Recommendation of the institution of higher education in which the qualifying program for the professional certificate is completed.

C. The school services area or areas in which the candidate is qualified will be endorsed on the School Services Personnel Certificate, Professional.

IOWA

Elementary-Secondary and Other Specialized Endorsements

Authorization to teach only in special subjects or to serve in special service areas in nursery school, kindergarten, and grades one through 14, or limited groupings associated therewith.

Endorsements are available in the following special service areas: librarian, special education, hearing clinician, speech clinician, reading clinician, educational media specialist, school psychologist, public school nurse, guidance counselor, director of guidance services (K-12), director of library services, and nursery-kindergarten.

General requirements: The requirements for the foregoing endorsements include four years of approved college preparation and a baccalaureate degree in all cases.

Special requirements: In addition to the general requirements, the following requirements are applicable to the specific endorsements indicated:

Teacher-Librarian -- High School

The teacher of a special subject in high school or junior high school must hold a certificate valid for teaching at the secondary level and shall have completed an approved program with major concentration in the special subject and be recommended by the preparing institution. Temporary annual approval will be granted an applicant who has completed 15 semester hours that are applicable toward an approved major program in the special subject to be taught for a period of three years, and within that three-year period annual progress would need to be made at the rate of five semester hours until all requirements have been met and the preparing institution can recommend for regular approval.

IOWA, con't.

Teacher-Librarian -- Elementary School

The teacher of a special subject in the elementary grades only shall hold a certificate valid for teaching in the elementary grades and shall have completed an approved program with major concentration in the special subject and be recommended by the preparing institution. Temporary annual approval will be granted in a manner as outlined above.

Educational Media Specialist

Authorization to provide service as an educational media specialist in kindergarten and grades one through 14. The applicant shall have met the requirements for a professional certificate approved for elementary- or secondary-school teaching and have completed an approved master's degree program in this special service area.

KANSAS

Secondary and Elementary School Librarians

A. Secondary School Librarian

The high school or junior high school librarian shall hold a certificate valid for teaching in high school and shall have obtained minimum library education as follows: (library science and audio-visual courses appropriate to the education of librarians):

Junior high school enrollment, fewer than 500	15 semester hours
Junior high school enrollment, 500 or more	24 semester hours
High school enrollment, fewer than 500	15 semester hours
High school enrollment, 500 or more	24 semester hours

B. Elementary School Librarian (Effective September 1, 1969)

The elementary school central librarian shall hold a certificate valid for teaching in the elementary school and shall have a minimum library training (library science and audio-visual courses) of at least 15 semester hours.

KENTUCKY

Certification for Elementary School Librarians

1. An elementary teaching certificate based upon a baccalaureate degree or a master's degree will be valid for elementary school librarianship, provided the following courses in library science have been completed.

2. Curriculum: School library organization and administration, 3 semester hours; Books, references, and related materials for children and young

KENTUCKY, con't.

people, which include the contents of the course, Children's Literature, 9 semester hours; Cataloging and classification, 3 semester hours; and School library practice, 3 semester hours.

Certification for High School Librarian

1. A high school certificate based upon a baccalaureate degree or a master's degree will be valid for high school librarianship, provided the following courses in library science have been completed.

2. Curriculum: School library organization and administration, 3 semester hours; Books, references, and related materials for children and young people, which include the content of the course, Children's Literature, 9 semester hours; Cataloging and classification, 3 semester hours; and School library practice, 3 semester hours.

If library science is selected as a major toward meeting the requirements for a high school teaching certificate 3 semester hours credit in library practice must be presented in addition to the minimum of 24 semester hours credit in library science for the major. For a minor, 3 semester hours in library practice must be presented in addition to the minimum requirements of 18 semester hours credit in library science.

Standard Certificate for School Librarianship

1. A Standard Certificate for School Librarianship valid for ten years for holding the position of librarian in any public school (an elementary school, a secondary school, or a 12-grade school) may be issued to a person who has met requirements in accordance with Plan I or Plan II as follows:

2. Curriculum

a. Plan I

(1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree

(2) Completion of master's degree in library science

(3) Completion of Teaching Reading - 3 semester hours; Fundamentals of Elementary Education - 3 semester hours; Child Growth and Development - 3 semester hours; Fundamentals of Secondary Education - 3 semester hours

b. Plan II

(1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree.

KENTUCKY, con't.

(2) Completion of a master's degree

(3) Completion of School library organization - 3 semester hours; Books, references, and related materials for children and young people, which include the content of the course, Children's Literature - 9 semester hours; Cataloging and classification - 3 semester hours; and School library practice - 3 semester hours: Electives in library science in the field of school librarianship - 9 semester hours. (These 27 semester hours may be completed at the graduate or undergraduate level).

(4) Completion of Teaching Reading - 3 semester hours; Fundamentals of Elementary Education - 3 semester hours; Child Growth and Development - 3 semester hours; and Fundamentals of Secondary Education - 3 semester hours.

c. When the Provisional Elementary Certificate is used as a basis, and when Fundamentals of Secondary Education has not been completed, the Standard Librarian Certificate shall be valid for elementary school librarianship only.

d. When the Provisional High School Certificate is used as a basis and Teaching Reading and Fundamentals of Elementary Education have not been completed, the Standard Librarian Certificate shall be valid for secondary librarianship only.

Validity for librarianship may be extended to another level as follows:

An elementary certificate based on a baccalaureate degree or a master's degree and valid for elementary librarianship may be endorsed for a high school librarianship upon completion of one course, Fundamentals of Secondary Education or a comparable course.

A high school certificate based on a baccalaureate degree or a master's degree and valid for high school librarianship may be endorsed for elementary librarianship upon completion of two courses: Fundamentals of Elementary Education or a comparable course, and Teaching of Reading.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

LOUISIANA

Minimum General, Professional, and Specialized Education for Teacher-Education Curriculums

The minimum quantitative standard for any of the general types of teaching certificate shall be a baccalaureate degree awarded by an approved

LOUISIANA, con't.

college.

Certificates of Type A, B and C shall be based upon completion of an approved curriculum of four years of general, professional, and specialized education (a minimum of 124 semester hours), with a minimum of 46 semester hours in general education for all teachers; a minimum of 18 semester hours in professional education for high-school teachers, and 24 semester hours for elementary school teachers; a minimum devoted to special subject fields for authorization of employment for high-school teaching; or additional academic and specialized education for authorization of employment for elementary school teaching.

Special Education for Elementary-Secondary Teachers

For school library service: 18 semester hours as follows: 9 semester hours in school library materials; 6 semester hours in organization, administration, and interpretation of school library service; 3 semester hours of school library practice work.

MAINE

Provisional Certificate for Elementary and Secondary Librarian

Eligibility for Provisional Certificate shall be established by one of the following methods:

1. Graduation from a four-year baccalaureate program approved for the education of school librarians, together with the formal recommendation of the preparing institution; OR

2. Preparation which includes the following:

   a. Eligibility to hold a Maine elementary or secondary teaching certificate of provision or professional grade.

   b. A minimum of 18 semester hours in library science distributed in the following areas: school library administration; books and materials; teaching the use of the library; classification and cataloging; OR

3. Preparation which includes the following:

   a. A bachelor's degree from an accredited institution with courses in liberal education comprising at least fifty percent of the undergraduate curriculum.

   b. (as 2b above)

   c. One three-credit hour course in elementary or secondary curriculum, whichever is appropriate to the librarian's service.

   d. One year of successful library experience under the supervision

MAINE, con't.

of the school administrater.

Professional Certificate

1. Thirty hours of approved study beyond the bachelor's degree.

   a. For those applicants presenting "1", the post-baccalaureate study may be in related areas.

   b. For those applicants presenting pattern "2", or "3", the post-baccalaureate study must include twelve hours in appropriate library science courses.

2. Four years of successful experience under the provisional certificate.

MARYLAND

Librarian (Elementary School)

1. A master's degree in library science or a bachelor's degree in library science which is based upon a previous bachelor's degree; in addition to or as part thereof a course in elementary school curriculum or child development and a course in the selection of books and materials for children.

OR

2. Eligibility for an elementary school teacher's certificate and presentation of 18 semester hours in library science including courses dealing with the philosophy and principles of librarianship, organization and administration of libraries, reference, and selection of books and materials for children.

OR

3. A bachelor's degree from an accredited institution and in addition to or as part thereof

   a. At least 80 semester hours in academic content courses.

   b. At least 18 semester hours in library science including courses dealing with the philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for children.

   c. At least 15 semester hours of professional education courses including the following: psychological foundations of education; elementary school curriculum; 6 semester hours of supervised observation and practice work in the school library or practice teaching.

Librarian (Secondary-Elementary)

A secondary school librarian may qualify as an elementary school librarian by presenting credit for a course in elementary school curriculum or

MARYLAND, con't.

child development and a course in the selection of books and materials for children.

Librarian (Secondary School)

1. A master's degree in library science or a bachelor's degree in library science which is based upon a previous bachelor's degree; in addition to or as part thereof a course in secondary school curriculum or adolescent development and a course in the selection of books and materials for young people.

OR

2. Eligibility for a secondary school teacher's certificate and presentation of 18 semester hours in library science including courses dealing with the philosophy and principles of librarianship, organization and administration of libraries, reference, and selection of books and materials for young people.

OR

3. A bachelor's degree from an accredited institution and in addition to or as a part thereof

   a. At least 24 semester hours in one of the fields of study for secondary teachers.

   b. At least 18 semester hours in library science including courses dealing with philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for young people.

   c. At least 15 semester hours of professional education including the following: psychological foundations of education; secondary school curriculum; and 6 semester hours of supervised observation and practice work in the school library or practice teaching.

Librarian (Elementary-Secondary)

An elementary school librarian may qualify as a secondary school librarian by presenting credit for a course in secondary school curriculum or adolescent development and a course in the selection of books and materials for young people

MASSACHUSETTS

School Librarian Certification Requirements

1. A bachelor's or a higher earned degree, based upon a four year curriculum in a college or university approved by the Board of Education.

2. Included in each candidate's program of preparation shall be either a degree in Library Science, or a minimum of eighteen semester hours approved as preparation in Library Science Education, including

MASSACHUSETTS, con't.

instruction in the following: Books and related materials for children and/or young people; School library organization, administration and practice; Reference materials and their use; and Classification and cataloging of books and related materials.

3. Included in each candidate's program of graduate or undergraduate study, there shall be: a minimum of twelve semester hours in education courses approved for the preparation of elementary and/or secondary school teachers, distributed among four or more of the following: Philosophy of Education; Psychology of Education; Methods and Materials; Curriculum Development; Guidance; and Reading.

N.B. Persons devoting more than half-time to school library service shall hold a certificate endorsed for service as a school librarian.

MICHIGAN

Specific Requirements for the State Elementary Provisional Certificate

The state elementary provisional certificate may be issued to a candidate who presents evidence that he has completed one of the following requirements:

1. A major of at least 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other substantive fields deemed appropriate to elementary education, or

2. Three minors each of at least 20 semester hours, two of which shall be in substantive fields which include a group minor of 24 semester hours in a combination of methods and content appropriate to elementary education.

Specific Requirements for the State Secondary Provisional Certificate

The state secondary provisional certificate may be issued to a candidate who presents evidence that he has completed the following requirements:

1. A major of at least 30 semester hours, or a group major of 36 semester hours, and

2. A minor of 20 semester hours, or a group minor of 24 semester hours.

Special Subjects

An applicant who has been graduated from a specific teaching curriculum such as fine arts, industrial arts, library science, music, physical education, health education, foreign language, etc., may be certified to teach such specified special subject in elementary and secondary grades when, upon recommendation of the sponsoring institution, the applicant qualifies at both levels.

MINNESOTA

"Minnesota requires all librarians to be certified as teachers and, in addition, have earned a library minor at an accredited school." Portion of a letter from George B. Droubie, Director of Teacher Certification.

MISSISSIPPI

Special Subject Certificates: Librarian

Class AA

1. Hold or qualify to hold a Class A teacher's certificate
2. Meet any one of the following requirements relating to graduate study:
   a. Fifth year degree in library science from an approved college or university.
   b. Master's degree which includes 24 semester or 32 quarter hours of graduate credit in library science.
   c. Master's degree which includes 15 semester or 20 quarter hours of graduate credit in library science, provided the applicant holds or qualifies to hold a Class A librarian's certificate.

Class A

1. Bachelor's degree from an approved senior college.
2. General Education listed on page 18 (Issued to secondary level and consists of 48 semester or 64 quarter hours).
3. Professional education listed for special subject certificates on page 26 (3 semester or 4 quarter hours in School Library Practice will meet one-half of the requirements in Directed Teaching).
4. Specialized Education, 24 semester or 32 quarter hours in library science which includes the following: Books and Related Materials for Children and Young People, 6 semester or 8 quarter hours; Administration of Libraries, 6 semester or 8 quarter hours; Electives in Library Science, 12 semester or 16 quarter hours.

Class A Permit

1. Bachelor's degree from an approved senior college.
2. General Education listed on page 18 (Issued to secondary level and consists of 48 semester or 64 quarter hours).

MISSISSIPPI, con't.

3. Professional Education listed for special subject certificates on page 26 (3 semester or 4 quarter hours in School Library Practice will meet one-half of the requirements in Directed Teaching).

4. Specialized Education: 12 semester or 16 quarter hours of library science from the required courses above, renewable each year upon the completion of 6 semester or 8 quarter hours of additional required library science. Both the 12 semester or 16 quarter hours required for the initial permit and the 6 semester or 8 quarter hours required for renewal must consist only of courses leading to full certification in library science.

(No correspondence or extension work in library science shall be counted toward any librarian's certificate or permit)

MISSOURI

School Librarian's Certificate

Person must qualify for either a Permanent Secondary or Permanent Elementary Missouri Teacher's Certificate.

1. This requires a minimum of a four-year baccalaureate degree.

2. Person must have a minimum of 15 semester hours credit in Library Science. We do not list specific courses, but expect these courses to be taken from an institution which offers courses in Library Science.

3. We will accept a course in Children's Literature or Adolescent Literature and a course in Audio-Visual Aids toward the 15 hour requirement.

4. A temporary (2-year) librarian's certificate may be issued on a permanent Elementary or Secondary Teacher's Certificate and at least 8 semester hours of required Library Science courses.

MONTANA

"No person shall be accounted a qualified teacher within the meaning of the school law who has not first secured from the certification authority a certificate setting forth his qualifications to teach in the public schools of Montana."

Special Education, Guidance, Library and other special service areas

Endorsements are granted on the Class 1, Class 2, or Class 5 teaching certificates of applicants who have completed college approved programs in these areas. Such programs must include at least 30 quarter credits (20

MONTANA, con't.

semester credits) and the recommendation of the appropriate college official is required.

Accreditation Requirements for School Librarians

a. High schools of fewer than 100 pupils shall employ a part-time teacher-librarian who has a minimum of 9 quarter (6 semester) hours of professional library training.

b. High schools of 101 to 300 pupils shall employ a part-time teacher-librarian who has a minimum of 12 quarter (8 semester) hours of professional library training.

c. High schools of 301 to 500 pupils shall employ a part-time teacher-librarian who has training of 15 quarter (10 semester) hours of professional library training.

d. High schools of 501 or more pupils shall employ at least one full-time librarian who is a graduate of an approved library course.

NEBRASKA

Librarian

(Minimum, 18 semester hours, if in connection with another teaching major.)

Programs to prepare school librarians should include four areas: (1) General education; (2) Subject-matter specialization; (3) Professional Education; and (4) Specialized preparation for librarianship. This specialized preparation shall give appropriate emphasis to each of the following areas:

(1) Administration and organization of the library, including fundamentals of library service;

(2) Library materials and selection of materials; audio-visual and other instructional media; reference materials and services; cataloging, classification and management of these operations;

(3) Expansion of kinds of library services, including the extended use of television, microfilm and other forms of electronics as may become appropriate for school library use;

(4) Children's and adolescent literature.

Educational Media Specialist

Minimum, 24 semester hours of preparation in educational media--printed and non-print forms of communication and their accompanying technology. All educational media specialists should be certified.

NEBRASKA, con't.

All media specialists should acquire a knowledge of certain fundamentals in the general field of education, dealing with curriculum structure, student growth and development, instructional methods, and psychology.

The subject matter in the media area should include:

(1) Analysis, evaluation, selection, design and production of printed and non-print materials;

(2) Procedures for the utilization of materials by students, teachers, and other school personnel;

(3) The objectives, functions, and program of the media center;

(4) The administration and organization of materials and media services;

(5) Communications theory--an understanding of the components which promote positive interaction and its relationship to the learning processes;

(6) Information science, including the understanding of the theory and design of instructional systems. This includes the selection and integration of educational media into the curriculum and their employment by teachers and students.

Typical courses which might include the above subject matter: Selection of Educational Materials, Literature of Children, Literature of Adolescents, Utilization of Audio-Visual Media, Reference and Bibliography, Production of Instructional Materials, Reading Guidance, Cataloging and Classification, Administration of the Instructional Materials Center, Educational Psychology, Educational Television, Techniques of Programmed Instruction, Practicum in a Media Center, and Educational Technology.

NEVADA

Librarian Endorsements

I. AUTHORIZATION: A certificate bearing the endorsement Librarian-Teacher or Librarian is required for performing library services in the public schools.

II. Librarian-Teacher

A. Requirements

1. A bachelor's degree and a valid certificate endorsed for teaching in the elementary or secondary schools.

2. Sixteen semester hours preparation in library science distributed to include course work in each of the following areas: Organization and administration of the library; Cataloging and classification; Book Selection, including

NEVADA, con't.

children's literature; Reference and bibliography; and Audio-visual materials.

III. Librarian

A. Requirements, complete 1 or 2

1. A bachelor's degree from a college or university accredited for the preparation of librarians and completion of an approved program for performance of library services.

2. Meet all of the following conditions:

a. Completion of all of the requirements for the Librarian-Teacher Endorsement.

b. Completion of eight semester hours additional preparation in library science in a college or university approved for the preparation of librarians.

IV. Professional Librarian

A. Requirements

1. Meet all the requirements for the Librarian Endorsement.

2. A master's degree in library science or a master's degree, or the equivalent, and completion of 30 semester hours in library science.

NEW HAMPSHIRE

School Librarian

Must hold a Library Science degree or have 24 semester hours in Library Science with 6 semester hours in the following: Educational Psychology, Human Growth and Development, Principles of Education; Methods of Teaching.

Teacher Librarian

Meet the requirements of a teacher with 6 semester hours in the following: Book Selection for School Libraries; School Library Service; Cataloging and Classification; Library Orientation or Library Usage.

NEW JERSEY

School Librarian

Requirements:

NEW JERSEY, con't.

I. A bachelor's degree based upon a four-year curriculum in an accredited college.

II. Successful completion of one of the following:

A. A college curriculum approved by the New Jersey State Department of Education as the basis for issuing this certificate.

OR

B. A program of college studies including:

1. A minimum of 30 semester-hour credits in general background courses. . . .

2. A minimum of 9 semester-hour credits in professional education courses. . . .

3. One hundred and fifty clock hours of appropriate practice work in a library or one hundred and fifty clock hours of approved student teaching or a combination of both. This requirement is in addition to the nine credit hours in professional education.

4. A degree in library science from an accredited institution, or equivalent preparation, including thirty semester-hour graduate or under-graduate credits in library science related to public school service, in such areas as: Cataloging; Classification; Reference work; Bibliography; Selection of instructional materials, including book selection for children; Library organization and administration.

NEW MEXICO

Certified School Librarian

"In order to be a certified school librarian in the State of New Mexico, an individual must hold a valid elementary or secondary certificate in the State. A Library Science endorsement is added when the individual has completed a minimum of 18 semester hours of credit in Library Science. There are no specified courses. When an individual has completed 24 semester hours of credit in Library Science, we will issue a Library Science, grades 1 through 12, endorsement." Portion of a letter from Mrs. Helen M. Westcott, Certification Officer.

NEW YORK

Library Media Specialist

(1) Provisional Certificate

(a) Preparation: The candidate shall hold a baccalaureate degree

NEW YORK, con't.

from a regionally accredited institution of higher education or from an institution approved by the Department. The collegiate study shall include either:

(1) Thirty-six (36) semester hours of study in library science-media, twelve (12) semester hours in the professional study of education, and a college supervised student teaching experience, or

(2) Twelve (12) semester hours of study in library science-media and hold a valid teaching certificate, or

(3) Six (6) semester hours of study in professional education, thirty-six (36) semester hours in library science-media, and one (1) year of appropriate library experience which includes work with childrens or yeung adult program.

(2) Permanent Certificate

The candidate shall have completed a master's degree in or related to library science-media or thirty (30) semester hours of graduate study distributed among library science-media, the social and behavioral sciences, and professional education. The total program of preparation shall include twelve (12) semester hours in professional education, thirty-six (36) semester hours in library science-media, and a college supervised student teaching experience.

(3) Substitution: One year of paid, full-time, appropriate library or teaching experience on the level for which certification is sought may be accepted in lieu of the college supervised student teaching but only when such experience carries the recommendation of the employing school district administrater.

NORTH CAROLINA

Library Science

(1) Teacher-librarian . . . 12 semester hours:

(a) Organization, including the organization and administration of school media centers and their collections . . . 3 - 6

(b) Materials, including selection and use of materials for children and/or young people, reference materials, and audio-visual media . . . 6 - 9

(2) School Librarian . . . 18 semester hours:

(a) Organization, including the organization and administration of school media centers and their collections; cataloging. . 6

NORTH CAROLINA, con't.

(b) Materials, including selection and use of materials for children and young people, reference materials, and audio-visual materials . . . 9

(c) Electives in Library Science . . . 3

NORTH DAKOTA

Requirements for the Media Specialist Credential

I. Library Only*

A. Educational Requirements

1. Bachelor's Degree

2. Teacher's certificate

3. Minor in Library Science (At least 16 semester hours)

4. Recommended: Classroom teaching experience

II. Audiovisual Only**

A. Educational Requirements

1. Bachelor's Degree

2. Teacher's Certificate

3. Recommended: Classroom teaching experience

4. Hold 12 semester credits distributed over the following: Design and production of audiovisual materials; Library (cataloging); Television; Programmed instruction; Selection of audiovisual materials; Utilization of media; Communication theory

III. Library - Audiovisual Combination

A. Educational Requirements

1. Bachelor's Degree

2. Teacher's Certificate

3. Recommended: Classroom teaching experience

4. Twenty-six semester hours in media education of which a minimum of 16 semester hours is required in library science and 10 semester hours in audiovisual education, to be selected from courses including content as implied in the

NORTH DAKOTA, con't.

following list: Classification and cataloging; Selection of media; Reference; Materials for secondary education; Materials for elementary education; Media administration; Utilization of media; Design and production of materials; Learning theory; Special problems in media (Research) - (Maximum of four semester hours)

For schools without unified media programs:
*"Library Only" category does not meet requirements for person designated to be in charge of an audiovisual department.
**"Audiovisual Only" category does not meet requirements for person designated to be in charge of a library.

OHIO

Educational Media (30 semester hours or 45 quarter hours)

Course work including print and nonprint materials well distributed over the following areas: Selection of educational media, effective utilization, and production; Bibliography, including children's literature and adult literature suitable to the elementary, middle, and high school; Reference tools; Cataloging and classification; Organization, administration, and utilization of the educational media center; Practical experience in an educational media center as part of the student teaching experiences.

Educational Media - Elementary School Only (20 semester hours or thirty quarter hours)

The holder of a standard elementary teacher's certificate may have that certificate validated for educational media in the elementary school upon evidence of 20 semester hours (30 quarter hours) of course work including print and nonprint materials well distributed over the following areas: Selection of educational media, effective utilization, and production; Bibliography, including children's literature; Reference tools; Cataloging and classification; Organization, administration, and utilization of the educational media center.

OKLAHOMA

Public School Librarian

It is recommended that the specialized education section of the minimum essentials for the approved School Service Personnel Certificate, Public School Librarian, be revised to read as follows:

Specialized Education

A minimum of 24 semester hours to include work as specified in each of three blocks.

OKLAHOMA, con't.

Block One . . . 12 Semester Hours of Library Science credit as follows:

Library Cataloging . . 3 Book Selection . . 3
Reference Materials . . 3 School Library Administration . . 3

Block Two . . 4 to 6 Semester Hours of Library Science Credit as follows:

Books and Materials for children, Elementary . . 2 to 3 semester hours
Books and Materials for children, Secondary . . 2 to 3 semester hours

Other library science work shall be substituted for either or both of the above courses in meeting this requirement if the student has had work of duplicating nature in another school or department.

Block Three . . . . . 6 to 8 Semester Hours

Audio Visual Materials . . 2 or 3 semester hours
Other library science work shall be substituted for Audio-Visual Materials if one has previously taken Audio-Visual Education
Additional Electives . . 3 to 6 semester hours
Elective work shall be taken in Library Science and/or appropriate cognate areas sufficient to make a total of at least 24 semester hours, not less than 18 semester hours of which must be Library Science.

OREGON

Teachers who hold a Basic or Standard Teaching Certificate, and who have completed the Standard norm in music, art, foreign language, library, industrial arts, home economics, or health and physical education, may teach these subjects only in grades kindergarten through grade fourteen.

Librarians

1. Basic norm

18 quarter hours in library science to include preparation in the following areas: cataloging and classification, reference, selection, and library administration. Note: Credit earned in audio-visual aids may be applied in satisfaction of part of the hour requirement for the basic or standard norm.

2. Standard norm

30 quarter hours in library science, to include the 18 quarter hours required for the basic norm and 12 additional quarter hours in library science.

PENNSYLVANIA

Certification Requirements (for School Librarians)

PENNSYLVANIA, con't.

10-210 General Requirements - An applicant for a certificate shall have completed, in addition to all legal requirements, a program of teacher education approved by the Secretary of Education, and shall have the recommendation of the preparing institution.

Preparation in general education, professional education and specialization studies shall be in accordance with standards established by the Secretary of Education.

10-220 Instructional Certificate - The Secretary of Education shall issue the Instructional Certificate to a person whose primary responsibility shall be direct contact with learners in teaching-learning situations. Certificates shall be issued for any instructional area for which program approval has been granted.

10-225 Endorsement to an Instructional Certificate - An endorsement by the Secretary of Education shall extend an existing instructional certificate to include an additional subject or area of specialization. The applicant shall have completed an approved program and shall have been recommended by the preparing institution.

RHODE ISLAND

Requirements for Special Subjects Certificate

I. Provisional Special Subjects

This certificate is valid for teaching in elementary and secondary grades.

A. Bachelor's degree from an institution approved by the State Board of Education.

B. Eighteen semester hours of education courses approved for the preparation of Special Subject Teachers including not less than six semester hours of practice teaching.

C. Course requirements in Special Subject Fields:

Library Science . . 18 semester hours

II. Professional Special Subject

A. Master's degree or thirty-six semester hours of approved study beyond Bachelor's degree.

B. Same as I-B.

C. Requirements in Special Subject Fields:

Library Science . . 24 semester hours.

SOUTH CAROLINA

Requirements for Professional Certificate: Library Science

A. Bachelor's degree

B. Composite National Teacher Examinations score of 975 with minimum of 450 on the Common Examinations and 450 on a teaching area examination.

C. General Education -- 42-45 Semester Hours

D. Professional Education -- 18 Semester Hours

E. Library Science

1. School librarian . . 24 semester hours

Credit for courses in each of the three following areas: Administration, materials, and technical processes

2. Teacher Librarian . . 18 semester hours

Credit for courses in each of the three following areas: Administration, materials, and technical processes

Content to be included in each area

Administration - Courses include philosophy and purposes, organization and management of the school library.

Materials - Courses in this area cover the content, selection, use and where appropriate, the production of materials. An understanding of equipment needed in use of materials should be included.

Technical Processes - Courses cover the organization of materials, including classification and cataloging.

Requirements for Warrant: Library Science

Same as for the Professional Certificate except for:

B. Composite National Teacher Examinations score of 850 with minimum of 400 on the Common Examinations and 400 on a teaching area examination.

NOTE: A Warrant will also be issued to a person who has shortages in course requirements provided he meets Requirements A, B, and E.

SOUTH DAKOTA

Media Personnel

6.12 Qualifications: In both elementary and secondary schools the services of a qualified media specialist are required in the instructional materials center.

6.121 Level II: A qualified media specialist who holds a teaching certificate with ten semester hours in library science of which two or three hours must be an audio-visual course.

School systems not able to meet this certification requirement may, with the approval of the State Department of Public Instruction, follow the graduate scale requirements.

1st year - six semester hours - Cataloging and Curriculum Materials (required)
2nd year - an additional four semester hours - Administration and Audio-Visual

Other suggested courses include: Book Selection, Reference, Children's Literature, Library and Society, Special Library Problems, Reading Guidance for Schools, Problems, etc.

6.122 Level I: A qualified media specialist who holds a teaching certificate with 15 semester hours in library science of which four to six hours must be in audio-visual courses.

School systems not able to meet this certification requirement may, with the approval of the Department of Public Instruction, follow the graduate scale requirement.

1st year - six semester hours - Cataloging and Curriculum Materials (required)
2nd year - an additional six semester hours - Administration and Audio-Visual
3rd year - an additional three semester hours, total 15 - Book Selection

Other suggested courses include Reference, Children's Literature, Library and Society, Special Library Problems, Reading Guidance for Schools, Problems, etc.

TENNESSEE

Library Service

The applicant shall meet all requirements for the endorsement in grades 1-9 or an endorsement in a subject area in grades 7-12, and in addition shall meet the following requirements in the field of library service:

TENNESSEE, con't.

1. Teacher-Librarian

   The applicant shall offer a minimum of 18 quarter hours of library service in the following: Books and Related Materials for Children and Young People; Reference Materials; Organization of Materials; School Library Administration.

2. Librarian

   The applicant shall offer a minimum of 27 quarter hours of library science. This shall include, in addition to the above 18 quarter hours, work in: Books and Related Materials for Adults; Audio-Visual Materials; Principles of Librarianship.

TEXAS

Standards for All-Level Certificate (Librarian)

Preparation for the all-level certificate for the position of school librarian shall include:

1. A bachelor's degree.

2. A Texas teaching certificate.

3. 18 semester hours in Library Science which shall include 3 semester hours in school library practice or 18 semester hours in Library Science and two years of experience as a full-time public school librarian.

These hours are the requirements for the Provisional Certificate for the position of school librarian. Courses leading to this certificate must be taken from a senior college or university offering an approved program in Library Science.

UTAH

Instructional Media

1. Basic Professional Certificate

   An applicant for the Instructional Media Endorsement to the Basic Professional Certificate for elementary or secondary schools must:

   a. Hold or be eligible to hold a Basic Professional Certificate endorsed for teaching at the appropriate level to which he is assigned.

   b. Have a minimum of twelve quarter hours of media classes with some study in each of the following areas: Cataloging and classification; Organization and procedures; Production of audiovisual

UTAH, con't.

materials; Selection and utilization of print materials; Selection and utilization of non-print materials.

2. Professional Certificate

An applicant for the Instructional Media Endorsement to the Professional Certificate for elementary or secondary schools must:

a. Hold or be eligible to hold a Basic Professional Certificate endorsed for teaching at the appropriate level to which he is assigned.

b. Have completed a master's degree in an approved instructional media program, or fifty-five quarter hours of approved post-baccalaureate credit including thirty quarter hours of media course work with some study in each of the following areas: Cataloging and classification of all types of media; Selection and utilization of Educational TV; Selection and Utilization of programmed materials; Organization and procedures (Administration); Production of audiovisual materials; Mass media; Information retrieval and data processing; Human and public relations; Leadership and supervision; Communication theory.

c. Have at least three years of successful experience in education, one year of which must be as a classroom teacher.

d. Have the recommendation of an approved institution.

3. Dual Certification

a. Elementary to Secondary

An individual holding an elementary instructional media endorsement to the Basic Professional or Professional Certificate may qualify to serve as an instructional media specialist at the secondary level by demonstrating competency in secondary school curriculum and such other areas as mutually agreed upon by the preparing institution and the employing school district when applicable. A subject-matter major and minor, or composite major, shall not be required. Following a careful analysis of the individual needs of the candidate, the program prescribed should emphasize the acquisition of the required competencies through district in-service activities, appropriate course work, and directed observation or other laboratory experience.

b. Secondary to Elementary

(Same requirements except for reversal of "secondary" and "elementary").

Note: Each endorsement will be limited to the instructional media field at the level where they have not otherwise qualified for certification.

VERMONT

Professional Standard Certificate for School Librarians

Requirements:

1. All general requirements.

2. EITHER

   (a) Eligibility for an Elementary or Secondary Standard Certificate and the satisfactory completion of thirty semester hours credit in an approved library school.

   OR

   (b) Hold a degree based on a major in library science from an approved college offering a major in that field.

Professional Standard Certificate for Teacher-Librarian

Requirements:

1. Hold a valid professional elementary, junior high or high school general teaching certificate.

2. Satisfactory completion of twelve semester hours of study in Library Science in the following areas: School Library Administration; Books and Materials; Reference Materials and Teaching Use of Library; Classification and Cataloging.

VIRGINIA

Library Science . . . . . 18 semester hours

I. Materials: Selection and Use . . . . . 12 semester hours

Courses in each of the following: Children's Literature, Adolescent and Adult Literature, Reference and Bibliography, Non-Book Resources

II. Organization and Operation of a Library . . . . 6 semester hours

Courses in each of the following: School Library Administration, Technical Processing

III. Directed School Library Service . . . . . 3 semester hours*

(Must include methods of teaching the use of materials)

*The 3 semester hours credit in Directed School Library Service is a part of the professional education requirement. Two years of successful experience as a librarian will satisfy the requirements of the Directed School Library Service, but no credit will be assigned.

WASHINGTON

"At the present time the only certificate required of a school librarian is a teaching certificate for the appropriate level. A new certification program is being developed and it may be that within another year or two there will be a special certificate for librarians and, in any event, we anticipate that new standards will be developed." Portion of a letter from Beydie E. Rich, Supervisor of Certification.

WEST VIRGINIA

School Librarian[1]

	Minimal Hours
Grades Kindergarten through 12	21

Areas: Cataloging and Classification (3); Reference and Bibliography (3); Organization and Administration (3); Library Materials for Children (3); Library Materials for Adolescents (3); Instructional Media (3); Library Practice (3)

A student selecting School Librarian as a specialization may substitute Library Practice for three semester hours of student teaching. Three semester hours of student teaching shall be required in another specialization.

[1]The School Librarian specialization must be selected in combination with a specialization for classroom teaching in grades 7 through 12, 7 through 9, 1 through 12, or with the diversified (self-contained classroom) specialization.

WISCONSIN

Librarian

A. Eligibility for a teacher's license
(Holders of library science degree may qualify by completing an approved program in professional education, including field experience in public school library service)

B. 22 semester credits, including:

*Administration of the school library/instructional materials center
*Selection and use of audio-visual materials
*Selection and use of printed materials
*Adolescent literature
*Children's literature
*Cataloging and classifying
*Reference sources for schools
Principles of elementary and secondary curriculum development
Developmental reading

WISCONSIN, con't.

Remedial reading
Audio-visual materials and instruction
Student teaching in school librarianship

*Required

Librarian (Unlimited Credential)

A. Six full semesters of successful experience as a Wisconsin public school librarian

B. A master's degree in library science or instructional materials

NOTE: Thirty-two semester hours in library science and related subjects may be substituted for the master's degree if a minimum of ten semester hours in such subjects as library science, audiovisual materials and instruction, instructional materials, and social foundations of librarianship is obtained after the granting of the bachelor's degree.

WYOMING

Library

This endorsement is appropriate for school librarians on all levels.

1. Initial Certificate

   a. Eligibility for an Initial Certificate.

   b. Eighteen semester hours of library science taken in an approved program in an accredited college or university.

   c. One other complimentary endorsement.

2. Standard Certificate

   a. Eligibility for a Standard Certificate.

   b. Academic preparation necessary for the Initial Certificate plus six additional semester hours in library science.

3. Professional Certificate

   a. Eligibility for a Professional Certificate.

   b. A master's degree with a minimum of fifty percent of the hours in library science at the graduate level.

PART IV. SUMMATION AND RECOMMENDATIONS

Chapter

IX. CERTIFICATION REQUIREMENTS IN LIBRARY SCIENCE

X. COMPILATION OF AUDIOVISUAL AND LIBRARY COURSES

XI. RECOMMENDATIONS

CHAPTER IX

CERTIFICATION REQUIREMENTS IN LIBRARY SCIENCE

ALABAMA:	18 hours (minor) or 24-30 hours (major) for Class B Professional Certificate Master's degree for Class A Professional Certificate Sixth year for Class AA Professional Certificate
ALASKA:	Bacheler's or higher degree with specialization in librarianship plus institutional recommendation
ARIZONA:	18 hours for School Librarian Endersement
ARKANSAS:	9 hours (minimum) for elementary librarian 15 hours for secondary librarian
CALIFORNIA:	24 hours when acquiring teacher's certificate 12 hours when coursework in directed teaching or appropriate teaching experience has been acquired
COLORADO:	Advanced degree in Library Science
CONNECTICUT:	18 hours for minor 30 hours for major
D.C.:	18 hours for Class 1 and Class 2 30 hours for Class 3
DELAWARE:	6 hours for Limited Certificate 30 hours for Standard Certificate
FLORIDA:	24 hours for Rank III 30 hours for Rank II 36 hours for Rank IA (teacher certification) 36 hours for Rank I (doctoral major)
GEORGIA:	Recommendation of institution for T-4 Certificate 45 quarter hours for T-5 Certificate
HAWAII:	30 undergraduate hours for Basic Specialist Certificate Master's degree or 30 graduate hours for Professional Specialist Certificate
IDAHO:	15 hours for Librarian 24 hours for Education Media Generalist

ILLINOIS:	18 hours for School Librarian	Standard Certificate
	9 hours for Audiovisual Coordinator	
	24 hours for Coordinator of Instructional Media	
	32 hours in Library Science	Specialists
	32 hours in Audiovisual	
	32 hours in Media (Instructional Materials)	
INDIANA:	24 hours for minor for secondary certification	
	40 hours for major for secondary certification	
	Master's degree for Provisional Certificate	
	60 hours above Bachelor's degree for Professional Certificate	
IOWA:	15 hours for temporary Teacher-Librarian certificate	
	Master's degree for Educational Media Specialist	
KANSAS:	15 hours for elementary librarian	
	15-24 hours for secondary librarian, depending on enrollment	
KENTUCKY:	18 hours for Provisional Certificate	
	Master's degree for Standard Certificate	
LOUISIANA:	18 hours for certification	
MAINE:	18 hours for Provisional Certificate	
	30 hours for Professional Certificate	
MARYLAND:	18 hours for certification	
MASSACHUSETTS:	18 hours for certification	
MICHIGAN:	Recommendation of sponsoring institution	
MINNESOTA:	Library minor at accredited school	
MISSISSIPPI:	12 hours for Class A Permit	
	24 hours for Class A	
	Master's degree for Class AA	
MISSOURI:	8 hours for temporary Librarian's certificate	
	15 hours for certification	
MONTANA:	20 hours for endorsement	
	6 hours for high school enrollment less than 100	
	8 hours for high school enrollment 101 to 300	
	10 hours for high school enrollment 301 to 500	
	More than 501 shall have a full-time librarian	
NEBRASKA:	18 hours for Librarian	
	24 hours for Educational Media Specialist	

NEVADA:	16 hours for Teacher-Librarian 24 hours for Librarian 30 hours for Professional Librarian
NEW HAMPSHIRE:	6 hours for Teacher Librarian 24 hours for Librarian
NEW JERSEY:	30 hours - undergraduate or graduate
NEW MEXICO:	18 hours for Librarian 24 hours for 1 - 12 Endorsement
NEW YORK:	12 hours if teaching certificate has been acquired or 36 hours plus 12 hours in professional education
NORTH CAROLINA:	12 hours for Teacher-Librarian 18 hours for Librarian
NORTH DAKOTA:	16 hours in Library Science - Library Media Specialist 12 hours in Audiovisuals - AV Media Specialist 26 hours - Library - Audiovisual Combination (16 hours in library science and 10 hours in audiovisuals)
OHIO:	30 hours in educational media for secondary certification 20 hours in educational media for elementary certification
OKLAHOMA:	24 hours for certification
OREGON:	18 quarter hours for Basic Norm 30 quarter hours for Standard Norm
PENNSYLVANIA:	Approval or recommendation of preparing institution
RHODE ISLAND:	18 hours for Provisional Certificate 24 hours for Professional Certificate
SOUTH CAROLINA:	18 hours for Teacher-Librarian 24 hours for Librarian
SOUTH DAKOTA:	6 hours for limited certification 10 hours for Level II Media Specialist 15 hours for Level I Media Specialist
TENNESSEE:	18 quarter hours for Teacher-Librarian 27 quarter hours for Librarian
TEXAS:	18 hours for All-Level Librarian
UTAH:	12 quarter hours for Basic Professional Certificate 30 quarter hours for Professional Certificate
VERMONT:	12 hours for Teacher-Librarian 30 hours or major for Librarian

VIRGINIA:	18 hours for certification
WASHINGTON:	Teacher's certificate. New certification program is being developed
WEST VIRGINIA:	21 hours for Librarian
WISCONSIN:	22 hours for Librarian Master's degree for Librarian (Unlimited Credential)
WYOMING:	18 hours for Initial Certificate 24 hours for Standard Certificate Master's degree for Professional Certificate

On comparing the number of hours required, the lowest number, six (6), is mentioned in Delaware, Montana, New Hampshire and South Dakota. These hours are qualified by the wording of "limited," "teacher librarian," or by the enrollment factor. Contrasting the low of six (6) hours against the qualification of a Master's degree, the sixth-year or sixty hours above the Baccalaureate, it becomes evident how broad the variation is among the fifty states and the District of Columbia.

The number of eighteen (18) appears for twenty states, either for "librarian," "library minor," or "certification." Interesting to note is that thirty (30)hours appear also either as undergraduate or graduate. If undergraduate, the thirty (30) hours could be considered a library major; if graduate, possibly the Master's degree. In between eighteen (18) and thirty (30) appears a compromise of twenty-four (24) hours by sixteen states. Wyoming seems to have solved the certification requirements by issuing three certificates--18 hours for Initial Certificate, 24 hours for Standard Certificate and Master's degree for Professional Certificate.

CHAPTER X

COMPILATION OF AUDIOVISUAL AND LIBRARY COURSES

A compilation of courses from twenty states and the District of Columbia reveals a wide variety yet basic core of subjects common to library and audiovisual education. The twenty states are: Arizona, California, Delaware, Florida, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Massachusetts, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia and Wisconsin. The remaining states did not spell out the actual courses or subject areas required.

ADMINISTRATION

Administration (South Dakota)
Administration and Organization of School Library (Arizona)
Administration of Media (Illinois)
Administration and Organization of the Library, including Fundamentals of Library Science (Nebraska)
Administration of Libraries (Missouri)
Administration of the School Library and Instructional Materials Center (Wisconsin)
Administration of the Instructional Materials Center (Nebraska)
Library Administration (Oregon)
Library Organization and Administration (New Jersey)
Media Administration (North Dakota)
Organization and Administration (West Virginia)
Organization and Administration of Libraries including School Libraries or Materials Centers (Florida)
Organization and Administration of School Library Programs and Services (Delaware)
Organization, Administration and Utilization of Educational Media Center (Ohio)
Organization and Administration in School Libraries and/or Instructional Materials Centers (Indiana)
Organization and Administration of Libraries (Maryland, Nevada)
Organization, Administration and Interpretation of School Library Services (Louisiana)
Organization and Administration of School Media Centers and Their Collections (North Carolina, D.C.)

ADMINISTRATION, con't.

Organization and Management of School Libraries (South Carolina)
Organization and Procedures (Administration) (Utah)
Organization of Materials (Tennessee)
Organization of Media (Illinois)
School Library Administration (Maine, Oklahoma, Tennessee, Vermont, Virginia)
School Library Organization, Administration and Practice (Massachussetts)
School Library Organization and Administration (California, Illinois, Kentucky)

AUDIOVISUALS

Audio-Visual Aids (Missouri)
Audio-Visual and Other Instructional Media (Nebraska)
Audiovisual Communications (Indiana)
Audio-Visual Materials (Florida, Nevada, North Carolina, Oklahoma, South Dakota, Tennessee)
Audiovisual Materials and Instruction (Wisconsin)
Cataloging (Audiovisuals) (North Dakota)
Communication Theory (North Dakota, Utah)
Communications (Idaho, Illinois)
Educational Technology (Nebraska)
Educational Television (Nebraska)
Effective Utilization of Media (Ohio)
Graphic Arts (Idaho)
Information Retrieval and Data Processing (Utah)
Mass Media (Utah)
Non-Book Resources (Virginia)
Programmed Instruction (North Dakota)
Selection and Use of Audio-Visual Materials (Wisconsin)
Techniques of Programmed Instruction (Nebraska)
Television (North Dakota)
Use of Television, Microfilm and Other Forms of Electronics as may be Appropriate for School Library Use (Nebraska)
Utilization of Audio-Visual Materials (Nebraska)
Utilization of Media (North Dakota)

CATALOGING

Cataloging (North Carolina)
Cataloging and Classification (Arizona, Florida, Idaho, Illinois, Kentucky, Maine, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Vermont, West Virginia, Wisconsin)
Cataloging and Classification of all Types of Media (Utah)
Cataloging and Classification of Printed and Audiovisual Materials (Indiana)
Cataloging, Classification and Management of these operations (Nebraska)
Classification and Cataloging of Books and Related Materials (Massachusetts)
Library Cataloging (Oklahoma)

REFERENCE

Basic Reference Sources (Delaware, Indiana)
Basic Reference Work and Bibliography (California, New Jersey)
Reference (Arizona, Illinois, Maryland, North Dakota, Oregon, South Dakota)
Reference and Bibliography (Nebraska, Nevada, Ohio, Virginia, West Virginia)
Reference Materials (Florida, North Carolina, Oklahoma, Tennessee, Vermont)
Reference Materials and Services (Nebraska)
Reference Materials and Their Use (Massachusetts)
Reference Sources for Schools (Wisconsin)
Special Problems in Media (Research) (North Dakota)

LITERATURE

Adolescent and Adult Literature (Virginia)
Adolescent Literature (Missouri, Wisconsin)
Book Selection (Oklahoma, South Dakota)
Book Selection, Including Children's Literature (Nevada)
Book Selection for School Libraries (New Hampshire)
Books and Materials (Maine and Vermont)
Books and Materials for Elementary Children (Oklahoma)
Books and Materials for Secondary Children (Oklahoma)
Books and Related Materials for Adults (Tennessee)
Books and Related Materials for Children and Young Adults (Tennessee)
Books and Related Materials for Children and/or Young People (Massachusetts, Mississippi)
Books and Related Materials for Young People (Florida)
Books, Reference and Related Materials for Children and Young People (Kentucky)
Children's and Adolescent Literature (Nebraska)
Children's Literature (Kentucky, Missouri, Ohio, South Dakota, Virginia, Wisconsin)
Library Materials for Children (West Virginia)
Library Materials for Adolescents (West Virginia)
Literature for Adolescents (Nebraska)
Literature for Children (Nebraska)
Literature for Children and Adolescents (Arizona and Delaware)
Literature for Elementary and Secondary Students (California)
Materials (Elementary and Secondary Level) (Illinois)
Materials for Elementary Education (North Dakota)
Materials for Secondary Education (North Dakota)
School Library Materials (Louisiana)

SELECTION

Instructional Media (West Virginia)
Library Materials and Selection of Materials (Nebraska)
Materials (Content, Selection and Production) (South Carolina)
Principles and Policies of Selection of Book and Nonprint Materials (Arizona)
Selection, Acquisition and Organization of Library Materials (Delaware)
Selection and Use of Materials for Children and/or Young People (North Carolina)

SELECTION, con't.

Selection and Use of Printed Materials (West Virginia)
Selection and Utilization of Educational Television (Utah)
Selection and Utilization of Nonprint Materials (Utah)
Selection and Utilization of Print Materials (Utah)
Selection and Utilization of Programmed Materials (Utah)
Selection, Evaluation and Use of Printed and Audiovisual Materials and School Collections (Indiana)
Selection of Adult Literature Suitable for High School (Ohio)
Selection of Audiovisual Materials (North Dakota)
Selection of Books and Materials for Children (Maryland)
Selection of Books and Materials for Young People (Maryland)
Selection of Educational Materials (Nebraska)
Selection of Educational Media (Ohio)
Selection of Instructional Materials, Including Book Selection for Children (New Jersey)
Selection of Materials (California)
Selection of Media (Illinois, North Dakota)

PRODUCTION

Design and Production of Audiovisual Materials (North Dakota)
Preparation of Instructional Materials (Indiana)
Production (Illinois)
Production of Audio-Visual Materials (Utah)
Production of Educational Media (Ohio)
Production of Instructional Materials (Nebraska)

TECHNICAL PROCESSES

Technical Processes (South Carolina)
Technical Processing (Virginia)
Technical Services, such as Acquisitions of Materials, Classification and Cataloging (California)

LIBRARY SERVICES

Library Orientation or Library Usage (New Hampshire)
School Library Services (New Hampshire)
Teaching the Use of the Library (Maine, Vermont)

LIBRARY AND SOCIETY

Development of Libraries in Society (Delaware)
Library and Society (South Dakota)

PHILOSOPHY

Philosophy and Principles of Librarianship (Maryland)
Philosophy and Purposes of School Libraries (South Carolina)
Principles of Librarianship (Tennessee)

SCHOOL LIBRARY PRACTICE

Kentucky (3 credit hours)
California (4 credit hours)
Delaware (6 credit hours)
Louisiana (3 credit hours)
Maryland (6 credit hours)
Nebraska (hours not spelled out)
Ohio (hours not spelled out)
Virginia (3 credit hours)
West Virginia (3 credit hours)
Wisconsin (hours not spelled out)

MISCELLANEOUS

Cognate Areas of Social Science, Humanities or Science (Indiana)
Human and Public Relations (Utah)
Leadership and Supervision (Utah)
Special Library Problems (South Dakota)
Story Telling (Florida)

CHAPTER XI

RECOMMENDATIONS

In the study and comparison of the three major school library Standards, it becomes evident just how complicated and entailed the educational needs of the school librarians, now called media specialists, have become. In addition, an examination of the many state certification educational requirements shows a wide range of differences. Certification requirements for the school librarian in the individual states are confusing and unstructured. Some states call for strict requirements while others are not yet organized as to requirements for the field of school librarianship. The one common denominater is that school librarians are certified teachers. It appears that national understanding, perhaps even basic uniformity, would be of great help in this area.

It is suggested that national associations such as the National Education Association, the American Association of School Librarians and the Association of Educational Communications and Technology (formerly called Department of Audiovisual Instruction), all of which are closely related as well as interrelated, begin a joint study to consider spelling out a uniform national Standards for course requirements needed by school librarians-media specialists and audiovisual specialists. The School Library Manpower Project, being administered by the American Association of School Librarians, can benefit the future of library education tremendously. Phase I, just completed, studied the roles and job functions of school library personnel to effectively support the new occupational or professional requirements of library media

specialists. When the Project terminates in 1973, with the completion of Phase II, recommendations will be given which will vitally affect future library education. Perhaps a Standard on educational guidelines will emerge as a result of the School Library Manpower Project.

It is further suggested that colleges and universities develop unified educational programs involving the three fields which are closely related—library science, professional education and audiovisuals—perhaps even creating a new central organization which incorporates all three professions into one department and calling it the Educational Media Department. The fusion of library science, professional education and audiovisual courses into a unified, standard educational program for school librarians-media specialists and audiovisual specialists and a college and university unified education department is advocated to provide interrelation of subject matter, materials to study as well as instruction from the professors themselves. Such a unification could create a streng, dynamic and more relevant educational program for school librarians-media specialists, audiovisual specialists as well as for the teachers themselves. Furthermore, a comparable accrediting agency of the National Education Association, similar to the American Library Association, could be initiated with the purpose of evaluating library school programs, undergraduate as well as graduate, according to education standards, since school librarians-media specialists and audiovisual specialists are certified teachers first of all.

Another suggestion is that the State Departments of Education begin a national overall study to create a common core of courses required throughout the United States for school librarians-media specialists and audiovisual specialists. The necessity for a nationally accepted core of library science and audiovisual courses as well as education courses can create a unifying effect as well as uplift the general status of the school library profession

and attain the highest professional standards available.

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LIST OF SOURCES

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